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The Future of EDUCATION IN INDIA*

THE future of Indian education is the future of the Indian people. For how can the Indian people hope to hammer into shape a pattern of just and honest and graceful living together, how can they aspire to establish a non-exploitative classless cooperative society free from want and fear without a much more extensive and a much more effective educational system than they have inherited? Indian education has a historic mission to perform in initiating and sustaining that Indian pattern of civilised social existence which we hope and trust will command the respect and admiration of all men of good-will. It should, therefore, be a matter of great concern to all of us as to how Indian education grows and develops.

Inadequacies

I just said we would require a much more extensive and a much more effective system of education than we have inherited. First, with regard to the extent: it is an extremely difficult situation we have before us. The inadequacy of educational facilities is alarming. With, perhaps, less than 40 out of a hundred children of the age-group 6-11, with less than ten per cent of the boys and girls between the age of 11 and 17 at school and with less than one per cent of the age range 17-23 at the colleges and universities, with only about 17 per cent of the population literate, an enormous expansion of the provision of education is called for. The directive of the Constitution that free and compulsory education should be provided for all children up to the age of 14 within ten years of the commencement of the Constitution will, I am afraid, not be carried out. Long years of criminal neglect cannot be made good just by loud and vehement declarations or mere complacent self-assurance. They demand hard, sustained, coordinated, well-directed effort. My feeling is that the advance is not only slow, the steps are halting and vacillating and betray not only lack of determination but also, perhaps, of direction.

It seems to me that it will be difficult to reach the educational targets of the Five-Year Plan. The targets, as you know, are to provide education for at least 60 per cent of all the children of school-going age within the age-group 6-11; to raise the percentage of girls of this age-group attending schools from 23.3 per cent in 1950-51 to 40 per cent in 1955-56; to bring 15 per cent of the children of the relevant age-group into the secondary schools; raise the percentage of girls of this age-group to ten per cent; and to provide the benefit of what has been called 'social education' to at least 30 per cent of the people within the age-group 14-40. From what I have been able to gather about the progress of the educational schemes my guess is that we are likely to be

*With acknowledgements to All India Radio. This talk was broadcast on October 14, 1953.

behind schedule. Even the meagre provision for education in the first Five-Year Plan, just about seven per cent. of the total developmental expenditure will, I guess, not have been used up within the prescribed time, if money is not just allowed to be thrown away on half-baked schemes simply because it is available.

Gaining Experience

But I feel sure that the experience gained during the first Five-Year Plan will not be lost and the pace of educational development will be considerably accelerated in the succeeding plans. More liberal provision will probably be made for education and it will be more fruitfully used. The setting up of the full machinery of national education—involving the provision of basic education for all the boys and girls of the age-group 6-14, of secondary education for 20 per cent of those coming out of the first stage, of university education for ten per cent of these passing out of high schools and of technical education to meet in some measure the needs of an expanding national economy, the training of nearly two and three quarter million teachers for the Basic and Secondary Schools—should easily take another 25 years, given steady effort and a steady flow of resources over that period. But when set up it will be a gigantic system of education—one of the biggest anywhere in the world. But size is not a moral quality, bigness is not always goodness, nor greatness. The more important thing is what we would do with that gigantic machine, what purposes would it serve.

Aims of the Future

This brings us to the more difficult guess as to the future development of the aims and objectives, content and methods of Indian education, to the future of the proposals and schemes for educational reconstruction and reform. There is a bewildering variety of such proposals. They are usually random non-scientific expressions of the views and wishes of well-meaning people in all walks of national life, for who ever hesitated to expatiate on the most vital of educational issues without the least consideration of his right to do so? Any field of non-scientific guess is the dilettante's paradise. Most of our educational thinking is done in the unchartered freedom of such a paradise. I venture to hope, however, that this wayward freedom will be deliberately restricted and our schemes of educational reform and reconstruction will get related to a clear understanding of the educational process which alone can provide a scientific foundation for them.

What, then, is the nature of this educational process? How is education, in the sense of the development and culture of the mind, possible? This process of mental culture or real education shows a striking resemblance to the process of the growth and development of the human body. As the body, from its embryonic beginnings, grows and develops to its full stature by means of suitable assimilate food, movement and exercise in accordance with physical and chemical laws, so does the mind grow and develop from its original dispositions to its full evolutionary cultivation by means of mental food and mental exercise according to the laws of mental growth. This mental food is supplied to the mind by the cultural goods of the society in which the mind is placed; its sciences, its arts, its technique, its religion, its customs, its moral and legal codes, its social forms, its institutions, its personalities. These material and immate-

rial goods of culture are all of them the product of the mental effort of some individual or group. They are products or images signifying the meaning their originators sought to embody in them. They are objectifications of the human mind with a significance, objective external facts with a meaning. In this objective form they carry the impress and portray the structure, vaguely, perhaps, at times, but definitely and distinctly at others, of the mind which formed them. The quality of the thought and feeling, of the desire and accomplishment of their creators has become latent in them. They are, so to say, the store-house of their mental energy.

Now, these cultural goods are the only means of setting the educational process into motion, they are the only food for the cultivation of the human mind. Surrounded by treasures of culture, which society has placed at its disposal, the growing mind, unconsciously at first, more and more consciously later, takes hold of the cultural goods and uses them for its gradual development. When these goods of culture are so used they become educative goods: cultivated minds had produced them, they now cultivate other minds.

Individuality

But, and that is important to remember, every mind cannot make use of the same cultural goods for its cultivation. What, then, are the goods on which a certain mind can thrive and grow to its full development? This brings us face to face with human individuality. Every man has his own specific way of reacting to the world of men and things. We trace this to the peculiar configuration of his physical and psychical functional dispositions and call this specific mode of reaction, which expresses itself in feeling, willing and acting as well as in perceiving and thinking, his native individuality. On the basis of this original individuality, hardly susceptible to any considerable change, is built up with the help of objective culture a more developed individuality, a life-form. Significant and fruitful attempts have been made to classify individualities. I don't propose to detail them here. The important truth to be kept in view in organising education is that the cultivation of the individual mind is possible only by means of cultural goods whose mental structure wholly, or at least partially, corresponds to its own mental relief. The specific mental constitution of the educand determines his original indigenous circle of interests. These interests are directed towards goods of culture which are products of similar mental constitutions; objectifications of similar interests. I feel sure in my mind that this basic axiom of the educational process, the axiom of congruence between the individual mind and the mental structure of the cultural goods used for its cultivation will be the guiding principle of our future educational development.

Gandhiji's Ideas

Gandhiji, with the intuitive grasp of reality, characteristic of a genius, made this an integral part of our education by his insistence on hand-work as the medium of instruction of boys and girls up to the age of 14. I wonder if he realised that by doing so he made Indian education conscious of a fundamental truth which it could ignore only at its own peril. He did not work out his idea theoretically, but he has made an invaluable contribution to our educational thinking, a contribution which will, I trust, bear fruit at all stages of our educational planning. He made

this contribution by making us see that the dominant psychical characteristic of this early age-period is practical activity. Habit and inertia prevented us from seeing the obvious. One could see as one ran that the young human beings during this age-period are pre-eminently practical and active in their attitude and disposition. They think, as it were, with their hands and learn by doing. They seem to recapitulate in a way the whole history of the human race whose intellectual work has grown out of the manual.

The future Indian School will not perpetrate the stupid tyranny of requiring its boys and girls bursting with active energy to sit silent and sombre, brooding over books, and swallow irrelevant, unwanted, unassimilated information, getting passively educated by other's grace. The prevalence of a certain peculiarity, namely, urge for practical activity, makes this stage comparatively easy for the organiser of education and a fairly uniform type of school based on hand-work can serve the needs of the vast majority of children.

Diversified System

Then during the period following basic education, when the differentiations of mental structure become noticeable, the axiom of congruence between the subjective and the objective mind will express itself in our future educational set-up in the form of a diversified system of Secondary Schools or Colleges adequate to the needs of development of the chief types of mental make-up—in theoretical schools of the literary type, theoretical schools of the mathematical scientific type, art schools, agricultural and commercial schools and teachers' academies. This diversified system will, however, keep constantly in view the fact that howsoever carefully and scientifically we diversify our secondary education none of these schools can hope to be accurately adapted to the specific needs of all individual pupils in an equal measure. Innumerable variations are possible within the same type. They will, therefore, see to it that the whole time of the pupil is not claimed by the prescribed work of the school and that opportunities are given and facilities provided for the pupils to apply themselves to aspects of culture not quite adequately represented in the required school programme.

The apparent limitation which these Basic Schools, and diversified Secondary Schools will appear to impose on the demand of what is loosely termed 'general culture' by our so-called cultured people will be a distinct gain. This 'general culture' will not in the future educational system of the country enjoy the false prestige which is enjoyed by it today and information will not be mistaken for education. The realisation will become common that the school is a place of educating the mind and not of amassing ill-digested information. Even in the field of higher education it will be at points of what may be called 'concentrated application' that the real opportunities of insight and revelation and cultural growth will be available for each individual.

Fruitfully engaged on a limited field, the mind begins to cast its net wider and draws nourishment from the adjoining cultural regions. The introduction to these fresh fields is best secured when the student's absorbing interest in his work or study brings him face to face with problems where knowledge of other fields of culture is helpful.

That is the way to general education and not an indiscriminate agglomeration of cultural goods with equal emphasis on all. Our educational institutions of the future will have nothing to do with the inflated valuation of information nor with the naive over-estimation of an impossible 'general culture' which characterise our present educational tradition. These institutions will create conditions that will make the mind grapple with the cultural goods which correspond to its mental make-up, work on them, assimilate them, reconstruct them, change them, improve them, live the values inherent in them and create similar values. They will make the mind work and work earnestly. For they will subscribe to the belief that by trifling with things or trifling with ideas or trifling with words, by just mechanical work or just mechanical memorising the mind does not get educated. It gets its culture when it is gripped by the culture values embodied in the appropriate goods of culture, when it grasps them, understands them, reconstitutes them, creates them.

Educationally Productive Work

This idea of educationally productive work as the principal means of education will run through our future educational system from the Basic School to the University. Educationally productive work, I may point out, is essentially the work of the mind, be it accompanied by manual activity or not. It can be manual work, it can be mental work. There is a good deal of work both manual and mental which is not educationally productive. Educationally productive work is all activity, manual or mental, which initiates new ideas and makes possible new combination of ideas. It is purposeful activity and tends to lead on from purpose to purpose. These purposes which grip, as it were, one's whole being make it necessary to acquire a good deal of traditional passive knowledge and a good deal of mechanical skill. These too, therefore, will have a place in education in order to reinforce productive mental work.

Education and Service of Society

Besides this it will have to be reinforced in another way and this leads us to the third important ingredient in the Indian education of the future. The purpose of getting to and realising or expressing newer and newer ideas or combination of ideas, of intellectual development and mental growth, is essentially an egoistic one. It is work on and for one self. That is its danger to education as a social force. Persons engaged in such productive mental work can easily grow into partial, socially indifferent or useless men. Productive mental work in art or science or technique should, therefore, be placed in the service of society, if the artist or the scientist or the technician are to grow into full and not partial men. If productive work of the kind I have characterised as the chief means of education is essential for mental development and growth, its close association with the service of others is essential for man's moral and social growth. Productive mental work can give an end and a purpose to the individual; harnessing it to social ends gives to the individual a social meaning and significance.

All our educational institutions will be communities of work. At these educational institutions, which shall no longer be places of passive receptivity but of active experience, the pupils will have facilities to experiment, to discover, to work, to live, where work will

fashion character and living will shape lives and like all healthy work and like all good life they will grow into homes of cooperative communities engaged in elevating cooperative endeavour, with active efficient members exercising initiative and accepting responsibility, through an inner urge for self-discipline, self-realisation and mutual helpfulness. The true value of knowledge comes out only when it functions. In the words of an English educationist "knowledge is idle in a community if it becomes the private possession of an esoteric coterie. Knowledge has redeeming and life-giving power only when it continually re-enters the life and work of the community." Our educational institutions will all aspire to be temples of such redeeming knowledge and communities of such worthwhile living.

Conclusion

This may sound to some like a dream, to others like a much too ambitious programme. I consider it to be the faithful delineation of our educational edifice of the not very distant future, for it implies the coming to fruition of ideas which are already at work and which are sure to result in transforming our educational system from a random growth to a consistent whole, in the transformation of our educational institutions from places of intellectual, theoretical one-sidedness into those of practical human many-sideness, from places of passive receptivity into those of active spontaneity, from places of incoherent knowledge to those of thorough mental discipline, from places of amassing information to those of living and experiencing the values inherent in goods of culture, from places of individual self-seeking to those of co-operative social endeavour.

And even if I am dreaming, won't you like my dream to come true?

Zakir Husain

LEARNING ENGLISH IN THAILAND

IN many countries, children learning English as a foreign language often use textbooks and readers written by English people or by those whose mother tongue is English. Although applying recognized methods of teaching a foreign language, these books are by no means satisfactory, since the writers take for granted, as being understood, so many of the small, trivial details which are confusing to a child brought up in surroundings entirely different from those of an English-speaking person. Such a child speaks a language, the structure of which is far removed from that of English. His environment is different, his living conditions are different, he has different social customs and religious beliefs, his historical background is different, and he thinks in a different way. Therefore, he finds it very difficult to understand why such phrases must be spoken in such a way, why certain synonyms cannot be substituted for each other when they have the same meaning, why one word or phrase is used while another is not used, why a certain word must be spelt in this and not in that way.

It is my opinion that in order to understand the many local difficulties encountered both in teaching and learning English as a foreign language, one must be a native of the country, a person who knew no English for the first few years of his life, who, when he did start to learn it, had to struggle through the various difficulties of the language until he had mastered it. Only a person who has passed through this experience himself can comprehend the difficulties encountered by a child of his own nationality who is learning to speak a foreign language and grasp what the child is thinking of when he interprets certain things in a certain way. Notwithstanding the theories put forward by various eminent specialists of modern languages, it is my firm opinion that the series of books on this subject will not be complete until consideration has been given to the complete cycle of effective development of the indigenous child's mind.

Let me speak as a Thai national, coming from a typical provincial town in Thailand, born in a village far from modern civilization, but eager to learn English, dreaming from childhood of strange lands where lived those funny white-faced people (of whom we sometimes heard) with blonde hair, who spoke in a strange tongue and had strange customs....I had never met any of these people. Why should I, when even my provincial teacher had never seen one of them, and our severe, grim-looking headmaster, most learned of the village people, did not know them? One day, my curiosity getting the better of me, I asked my master, and he in turn asked the headmaster, what was the name of the capital city of these strange white people who spoke the foreign language we now had to learn in all secondary schools, even in the remotest village, but neither of them could give me an answer. Such were the conditions in

Thailand when I started to learn English 40 years ago. Of what use to us then were the direct method theories? My teacher did not speak English, he only read and translated words from the blackboard, together with their meanings, so that we could learn them by heart. At the next English lesson we had to tell him what were the meanings of the various words. As to writing, the teacher would avoid it very carefully so that, during my childhood, I did not have much chance of writing anything other than translations of sentences from English into Thai or Thai into English, usually from books. There was no question of free translations being made. Even when translating from books, an English-Thai dictionary had to be used. When we encountered a peculiar word or grammatical construction, we had to use it as instructed by our teacher. If we asked why it should be used in that way, we were told that that was the strange English way of saying it.

As for the meaning of words, there was no distinction in our minds between apples, pears, peaches, cherries, grapes, strawberries or raspberries, however large or small, whatever their colour, whether grown on vines or on trees. All we knew was that they were "a kind of fruit"; the teacher said so. We had never seen them, and neither had the teacher. They were English fruits which could not be grown in a hot country like Thailand. They were strange fruits which puzzled our minds and our imaginations.

Similarly with trees, flowers, animals, insects, etc., while learning English at school, I had stored away in my mind many strange names for each of them, but they were all the same to me—a kind of tree, a kind of flower, a kind of animal, etc. which the English people had but we did not have. At last I grew impatient, and one day I asked my teacher what were the English names for some of our local fruits, flowers, trees and foodstuffs. Of course, he could not tell me, and he looked somewhat surprised that I should ask such a silly question. Was I becoming insubordinate? Such things did not exist in English books, nor in English. Then I argued: "Suppose one of these days I meet an Englishman. I will take him round to see things. I will show him the fruits we have (Noi-na, Lam-yai, Chompoo, Mafuang, etc.) and ask him to taste some of them. But what shall I call them?" "Oh, curious child, what else would they be for these Europeans but a kind of fruit?"

I would therefore repudiate a list of basic words if it contained 'bread', 'apple', etc. instead of words appropriate to the food grown in the country where English was being taught. I consider that such a list should contain words which have a real meaning for the child because he sees and uses the articles described in his everyday life.

When it comes to English spelling and pronunciation, we people of Thailand find that the words are never pronounced the way they are spelt. It is of no use to learn any rules, but only exceptions. Then comes a new invention: the international phonetic script. This is a device whereby we can see how the various peculiar English words are pronounced; but then we are introduced to new signs and symbols. This, again, is like learning a new language. Is not English difficult enough that we must now read

a new language? Even this phonetic system is not a satisfactory solution to our problem. Whatever signs and symbols are invented for us, we do not pronounce them in that way since our own language is so different. We don't sound the endings of our words as do the English, we do not twist and roll our tongue to sound an 'l', or an 'r', we do not make sounds through our teeth like 'th', we do not have hissing sounds like 's' and 'ss'. These are only English idiosyncracies to make things harder than they look. After a certain time, we go back to the ordinary English spelling, but what is the point when words are not all spelt in the same way? Our eyes see different words on paper, but our minds cannot identify them as being the same. We have to learn ever again the quaint spelling and irregular pronunciation. Words are not written the way they are pronounced, as is done in the international phonetic script. What is the use of struggling to learn all these quaint symbols if they are not going to be used? Also, there are exceptions and unusual things in the international phonetic script itself.

Then there are the various ways of expressing oneself. The Thai and English languages are fundamentally different, having absolutely nothing in common. (Why should they? When all is said and done, the English and Thai peoples had never met until recently. They are not descended from a common stock with ancestors common to both races. While the original Thai people were still living in the valley of the Yollow River, in brick buildings, and with a fairly advanced civilization, the British were living in prehistoric time; Britons still wore leaves and animal skins and dwelt in the forests. The two peoples lived in worlds far apart, each developing their own language to suit their different needs without ever having the opportunity to discuss what they should say for certain things, or how they should express certain feelings or ideas. Therefore, a Thai student starting to learn English would say: "I speak English snake snake fish fish". This does not mean anything to an Englishman, but it means everything to the Thai student. When a person knows only a few odd words of a language, such as snake or fish, and has to use the same words all the time because he knows no other, it is obvious to a Thai mind that he really knows very little of that language. On the other hand, when he knows so much of the language that the words flow from his mouth without hesitation, like water flowing from a spout, he will say: "I speak English like water". He understands this clearly, although it will not be understood by an Englishman.

Thai ways, sentiments, feelings and understanding are not the same as those of English people, and an Englishman must not be led astray by thinking that whatever he says is simple, straightforward and therefore easily understood by a Thai. For instance, look at these phrases which are perfectly obvious and clear to a Thai:

I have ox two body

He woman have son ox two body

Why should one say: "I have two oxen"; "she has two young oxen" etc.? Why should the language be made more difficult by using "has" on one occasion and "have" on another? Why should the words be changed to plural when singular can mean the same object? Why should one use a new word "she" when one can say "a female

he" or "he woman"? Why should one say "young oxen" when they are really "sons or daughters of oxen", and so on?

There are instances when a Thai would say "yes" and an Englishman "no", and yet both expressions have the same meaning. Here are some typical comparisons:

Englishman

Q. Have you never been to England?

A. No. (I have never been).

Thai

Q. Have you never been to England?

A. Yes. (The fact that I have never been there is 'yes' in this case)

Englishman

Q. Good morning, John, how are you?

Thai

Q. May you be well, where have you been?

In the opinion of a Thai, it is ridiculous or even hypocritical to say "good morning" when it may actually be cloudy and cold and, therefore, a "bad morning".

The English are great inventors; they make grammatical rules and then start to evade them by making exceptions and creating more and more language difficulties. The Thai language, on the other hand, has no tenses, no feminine nouns, no comparative and superlative adjectives and adverbs, no plurals, etc. It is quite straightforward. English grammar is perhaps one of the most difficult in the world to learn, owing to the number of tenses and irregular verbs. Compare these expressions:

English

He goes to school.

Thai

He go school.

English

He is going to school.

Thai

He active go school.

English

He went to school yesterday.

Thai

He go to school yesterday.

English

He has already been to school this morning.

Thai

He go school already morning this.

English

He went to school.

Thai

He go school finished.

English

He did not go to school.

Thai

He no go school finished.

As far as Thailand is concerned, I do not know of a single book which has been written by any of the eminent exponents of a number of accepted methods of teaching English which would be perfectly satisfactory and thoroughly understood by the pupils. English is made infinitely more difficult owing to the fact that the books are written about things which the indigenous child has never seen or heard of during the whole of his short life.

Attractive illustrations are not the special need of an English reader for a foreign country; the contents of the book are much more important. A

Thai child starts to learn English at the age of 11 plus, by which time his mind is fully developed. He is a big boy or a small man—no longer a child. He has a thirst for true stories, for adventure, for culture, for his own social inheritance—something which is no longer childish, but which will fill his mind with ambitions, aspirations, adventures and heroism. He is not a fool who can be easily led to believe things which are untrue, such as fairy tales, spirits, goblins that inhabit the forests, and animals that talk. English primers written for children of a lower age level are therefore not suitable for him. The books are full of childish things, simple (not to say foolish or stupid) beliefs and always contain the famous Grimm and Hans Anderson fairy-tales, or stories taken from the Arabian nights. What is more important, they contain strange words which are never used by adults and which cannot be found in ordinary dictionaries, thus making it more difficult for the average Thai teacher to understand and translate, his method being to translate everything. Instead of "Bear", the books use "Toddy Bear", "Brer Rabbit" for "rabbit", "Jumbo" for "elephant", "Nanny" for "goat", "cot" for "bed", "pup" for "dog". Then there are all the terms of endearment which an English mother uses when speaking to her baby. Such things are outside the ordinary English vocabulary. Also, children in England start to learn by using words which are orthographically and phonetically simple and not too long. So, instead of the usual word "sleep", they use "nap", and in order to keep to simple monosyllabic words they use the most extraordinary words and stories. And a Thai boy of 11 plus has to learn this nonsense.

When writing primers for children of 11 plus, the mentality, curiosity, previous knowledge and experience, as well as the understanding of the child should be taken into account. Special books should be written for children of this age in order to make them feel that English is not so difficult, confusing or nonsensical, books which will help him to master the simple normal language form.

Various primers have been written to cope with different factors, from the phonetic and from the orthographic angle, based on the monosyllabic word-list, the nursery word-list, the first basic word-list, and so on, but none has dealt with the difficulties of grammar. English grammar and construction are extremely baffling for children whose mother tongue is Thai. So many differences and distinctions have to be accounted for. Grammar should be carefully analysed and graded, and explanations of the various points introduced step by step as those points occur in new phrases and sentences. If there is a list of basic words in English, there should be also a list of basic grammatical points.

Those who attempt to improve the teaching of English in Thailand should make a complete analysis of the Thai and English languages to see where lie the parities, similarities and discrepancies in both languages. When this has been done they will then be able to understand the mind of the child who is struggling to understand a foreign language like English. So far, no such analysis has been made.

M. Jumsai

PRIVATE SCHOOLS IN U.S.A.

ABOUT 3000 private schools are scattered all over the United States. Those situated on the East Coast are known to be the best schools. Owing to their long-established reputation, historical background (some of them are as old as the New World itself), and educational traditions, the geographical distribution of the students in these private schools indicates a good representation from states as distant as California and Florida, as well as from foreign countries like Japan, Afghanistan, Mexico, Cuba, Brazil, Puerto Rica, Canada, England and Finland.

Concept of Private Schools

The private schools of U.S.A. are private in the sense that they are outside the state-system of education and are meant exclusively for children of a narrow social group. In this respect they may be equated with the British Public Schools. They enjoy greater academic freedom and are free to initiate and follow their own educational programmes and policies under the general control of the Boards of Trustees. A good many of them are supported by various religious denominations. The public schools in U.S.A. on the other hand, are State-aided and free secular institutions, corresponding to our government schools. They follow the educational policies and programmes formulated by the State.

Private schools in America are either exclusively secular or denominational with a strong bias towards religious orientation. In most of these schools, the Chapel plays an important role, with an emphasis on the Christian conception of a gentleman or a lady. It is interesting to note that even with the shift in emphasis from religious orientation to the training of effective leaders and intelligent citizens some of these still retain a predominantly parochial outlook. While some of them are run on progressive lines others take pride in being traditional and conservative.

Not all the private schools in America are residential. Although quite a number are exclusively boarding schools, many are only day-schools. Some are mixed institutions with a certain proportions of day-scholars. Others are country day-schools. Some boarding schools are lodged in remote rural surroundings but several of the private day-schools are situated in the heart of big cities like New York, and are easily accessible to those who can afford private school education without sending their children to distant boarding schools.

A peculiar feature of these private schools in contrast to the State-controlled schools—known as public schools—is that almost all these schools are non-coeducational. There are, however, equally well-equipped private schools for girls like Dana Hall, Concord Academy, the Girls' Section of Milton Academy, Madirea School, to mention a few.

Contrary to the popular view that American girls enjoy perfect freedom

even at the adolescent age, the institution of a chaperon for them is not unknown in the 20th century. Again, these institutions are characterized by an air of simplicity, with no lip-stick and no "make-up" worn either by staff or students.

Academic Standard and Admission

The private schools are high schools, offering a four-year course similar to that of the state high schools. They are so regulated that a boy or a girl can join any institution for study. Very few attend the full term, most of them for two, and many for only one. The main objective of these schools is to prepare adequately about 95 per cent of their students for admission to leading universities and colleges. Failure to maintain this percentage is damaging to the reputation of the schools and jeopardises their existence. Since a few select colleges and universities, notably Harvard, Yale and Princeton, require a special examination known as the "College Boards" examination for admission, these schools with their small classes and reputation of individual attention and high academic standards, have a strong appeal. Consequently, there is close liaison between private schools and leading universities. The schools' aim is thus to live up to the academic standards and requirements set by these universities. Such liaison is further strengthened by visits to the schools of Directors of Admission of leading universities and colleges. Apart from these, the annual reunions or gatherings of old students give senior boys and girls a chance to meet old students of various universities and colleges.

Since the immediate aim of these schools is to prepare their children for admission to leading American Universities, the academic tone of the schools is decidedly high. The best talent is recruited for staff graduates and post-graduates from leading universities and colleges for which the students are prepared.

The American private schools have a special clientele to cater for. The entrants to such schools are accepted, not on merit and ability alone, but on the financial position of their parents. The sons and daughters of the "upper" class, for example, those of American Ambassadors abroad, or of foreign Ambassadors to U.S.A. largely go to such schools. Children of the intellectual elite like doctors, lawyers and professors also form the bulk of the private school-population. Many of the private schools have a reputation for aristocracy since the majority of their students carry high "social prestige". There is, however, an increasing tendency to encourage, through grants of scholarships, a few students from other classes also. But as education is expensive (annual fees are about $2000, approximately Rs. 10,000 a year), generally children of the middle class are eliminated with the exception of one or two scholarship-winners whose names are not disclosed either to the faculty-members or to the student-community, since that is considered derogatory to the child's reputation.

Residential Facilities

The residential private schools operate under the guidance of Housemasters or Housemistresses. Each house is a separate cottage, with a separate kitchen, a separate dining-hall and living apartments. Unlike the dormitory system to which we are accustomed, the boys and girls live in

luxuriously furnished single or double rooms. The furniture consists of a wardrobe, a dressing table, a cosy bed, a writing table, a table-lamp and rich carpets. There are also heating and cooling arrangements to suit vagaries of climate. The majority of the students have their own radio and television sets.

Most American parents are reluctant to send their children to school until they feel it is quite necessary. When they take a decision, the first thing they make sure of is that the living conditions resemble those at the home. Consequently, private schools in America adjust themselves to these requirements. There is close liaison between home and school. Annual occasions like Fathers' Day and Mothers' Day give the parents an opportunity to see if conditions in schools correspond to those at home.

In Deerfield Academy there are 34 luxuriously furnished houses with 34 Housemasters for over 400 boys whereas in Dana Hall there are 14 houses with 14 Housemistresses for approximately 250 girls. The number of children in each house does not exceed 20. Instead of entering one particular house and remaining there for four or five years, gradually assuming more and more responsibility until he finally becomes a prefect, a boy in an American private school stays with his age-group, moving from dormitory to dormitory. Thus, a boy entering at 15 is kept with his contemporaries. Added to the advantage of small classes these constitute the main attractions of private schools.

In order that the children under the care of the Housemasters or Housemistresses should receive adequate attention, the latter are allotted a few periods of teaching work. In some schools, they have absolutely nothing to do with the academic side. They are like counsellors to their children and are exclusively responsible for their social, emotional and moral development. They specially look after the development of social graces, co-operative living, social adjustment and vocational and psychological problems of the students.

There is no abnormal spirit of competition among the houses, the emphasis being on cooperative relations between them with an evidence of healthy rivalry. Active personal contacts among the Housemasters or Housemistresses, students, the staff and the Heads of these institutions are an added attraction. Teachers and students mix freely.

Election of Proctors

The prefectorial system is the backbone of the houses in these schools. The proctors, as they are called, are either elected by the entire school-population or nominated on the recommendation of the staff, on the basis of previous records of their contributions and leadership qualities.

The election of the Head Boy or Head Girl is as dramatic an event in the school life as the presidential election in the national life of the Americans. In fact, some of the school authorities deliberately synchronise the school elections with that of the presidential election. The nominated candidates make use of the usual election techniques like canvassing, slogans, posters, rallies and campaign speeches, etc.

Training in Democracy

In addition to this practical training in democratic citizenship, children in

private schools (during the election campaign) are acquainted with principles of democracy through a comprehensive programme like panel-discussions and mock elections in the schools. All students are encouraged to participate in mock elections. Ballots used are similar to those used in state elections. The booths are temporarily put up in schools. Other manifestations of self-government are the organisations like Students' Council, Student Government Body, Students' Courts and various other associations. In Milton Academy, Students' Council formulates general policies of the school, while the Dana Hall Student Activity Association chalks out the school calendar for the autumn term. In many schools, visitors are introduced to the audience by the girls and boys. They arrange visits through correspondence entirely conducted by the children themselves.

Children also run their weeklies and monthlies. The weekly Press conferences with the Heads of these schools and the members of the staff are organised by the students. The proctors help the newcomer to adjust himself to the school environment through frequent interviews, conferences, group discussions, etc.

Modern methods of teaching have been introduced into these schools. As the maximum number of children in a class does not exceed 15, classes take the shape of group discussions. There is no cumbersome and traditional furniture. Instead, the subject rooms are furnished with round tables, which promote an atmosphere of freedom. Books relating to specific subjects are easily accessible to the children. Children organise themselves in a syndicate, write papers on particular topics and review books. There is a frequent consultation of reference books and encyclopaedia by the students even in the subject rooms. Papers are read out and discussed by the group under the guidance of the teacher concerned. In this particular field, our schools have much to learn from the American technique and method of teaching.

Extra-Curricular Activities

Since extra-curricular activities play an important role in the development of qualities of leadership in the children, the organisation and working of clubs assume great importance. Some of the popular clubs organise music concerts, dramas, ballets, horse riding, boxing, riflery, wrestling, photography, archery, fencing and swimming. In a philatelic club the children once arranged a discussion on an Indian stamp, bearing the portrait of Mahatma Gandhi. It was a group project; one member wrote a paper on Gandhiji's life, another on Indian currency and a third on the geographical aspect of India. Baseball, basketball, football, hockey, tennis, squash and golf are very popular games.

As compared with Indian equivalents, these schools are luxuriously furnished. Most of the buildings occupy a large area and are situated in remote and idyllic surroundings. Even the older buildings are renovated and equipped with modern amenities. Many of the buildings are fire-proof. In Deerfield Academy, the auditorium is far superior to some of the theatres and cinema halls of U.S.A. The libraries are cosy places with thick-piled carpets and attractively arranged books. In Deerfield Academy, there are 30 tennis courts, 50 pianos, extensive golf-links, ten squash courts,

innumerable workshops, adequately equipped laboratories, etc. In Madeira School, there are 75 horses and two swimming pools. In spite of all the luxurious equipment there is little domestic help given to the residents. Sweeping, dusting, waiting at tables, mowing lawns, clearing of the autumn leaves, dish-washing, are all done by the boys, girls and the staff. To be an effective citizen, a boy or a girl is expected to do 50 odd menial jobs in such schools.

Are Private Schools Compatible with Democracy?

Assessing these schools against their cultural and historical backgrounds, they seem to be anomalous survivals. They are not in accord with the American concept of democracy. Whatever its other defects, the American educational system is genuinely democratic. A good number who can well afford private schools, prefer the local high schools where all classes of society are represented. The concept of equality of opportunity, basically related to American democracy, involves mass education and this concept finds its realization in the public schools of America where the vast majority of children go to the same elementary and secondary schools.

The private schools in U.S.A. are, however, not instruments of privilege. They confer no class distinction and give the private schools products no advantage save the qualities of the school which they inherit. They do not divide children into a managerial minority taught to rule and a majority equipped to serve. Moreover, they do not get entangled with politics or get preferential treatment at the time of selection for jobs of public importance.

Again, a characteristically American trait that strikes a visitor from abroad is that the average American citizen likes to conform to the middle-class pattern. Any deviation from that norm is considered not merely an abnormality, but undesirable from the democratic point of view. Since private school education is a deviation from the middle-class educational pattern, such an education is looked upon with suspicion and scepticism.

Two questions naturally arise: (a) Should the number and scope of the private schools be increased? (b) Should tax-money directly or indirectly assist them? The answer to both questions is "No". Instead of more private schools the average American urges the need for more and better public schools.

It is difficult to sum up the attitude of the American public in words better than those of Dr. J. B. Conant* (formerly President of Harvard University and now serving as High Commissioner in West Germany):

"The greater the proportion of our youths who fail to attend our public schools and who receive their education elsewhere, the greater the threat to our democratic unity. To use taxpayer's money to assist private schools is to suggest that American Society uses its own hand to destroy itself".

S. Bhalla

* Education and Liberty. The Role of School in a Modern Democracy by James Byrant Conant. Quoted from the New York Times Book Review, dated February 15, 1953, Section 7, page 3.

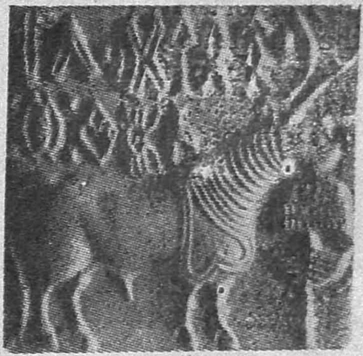
Education in

THE INDUS VALLEY

ANCIENT times are generally associated with lack of eduction and obscurantism. Yet this notion is in many instances incorrect. Just the opposite is proved by the constitution of the four *asramas* in ancient India, when they placed the young *brahmacarin* under a strict discipline of training in order to acquire wisdom from the beginning of his life. How well educated were the people of the Indus Valley in more ancient times may be seen from a few references to what we know of their achievements through studying their archæological remains and deciphering their inscriptions.

The numerous incriptions engraved upon seals, amulets, utensils and potsherds are the first evidence of the literacy of those people. Not only did they know how to read and write, but we even may, perhaps, affirm that they invented that clever system of writing. Prof. Stephen Langdon, of Oxford, affirms that the first script of man was pictographic to a very great extent (1). Now, in the Indus Valley script we have a very primitive pictographic script, since we possess a series of developed signs out of the primitve ones, which still exist in the script (2). We are, therefore, dealing with the earliest stages of the art of writing. Those people were the authors of that system of writing which afterwards developed in Sumer, Egypt and the Mediterranean.

Specimens of the script used in the Indus Valley



From the study of these inscriptions we now find that the principle of wisdom which identifies the latter with the Creator was clearly professed by the people of the Indus Valley. Oneof the names given to God in the inscriptions is *Vidukan* (3) which means, "the one whose eyes are always opened"; the eyes being for us a source of knowledge, this expression is equivalent to saying, "One whose knowledge knows no limits". Equated with this name is another describing this *gunc* of knowledge more vividly. God is also said to be *Min Kan* (4), "One who has fish eyes". For fishes, having no eye-lids, cannot shut their eyes (5).

1. Langdon, Pictographic Inscriptions from Jemdet Nasr, p. IV.
2. Heras, "Studies in Proto-Indo-Mediterranean Culture," I, pp. 101, 256-257, 260, etc.
3. Heras, "The Religion of the Mohenjo-Daro People according to the Inscriptions", Journal of the University of Bombay, V, p. 6
4. Ibid., pp. 11-12.
5. Once Yudhistira while in the forest heard a voice asking him: "Who sleepeth with open eyes". He at once replied "A fish doth sleep with open eyes" Mahabharata, Aranyaka Parva, 17349 17350.

This wisdom of God was for the Indus Valley people the supreme standard of knowledge and perfection, for an inscription, on a man who had died and was wished eternal happiness in the other world, brings out the fact that this man had "fish eyes" as the reason, why such happiness is expected.

Van ter or min kan val

which means: "Let the one who has fish-eyes on reaching the sky (*i.e.* dying) be happy" (1). The possession of Fish-eyes is therefore a mystical expression to standardize the knowledge of man. Man may finally acquire God's wisdom (2).

This is the proto-Indian foundation of all those Upanisadic statements concerning the excellence of knowledge, that it is better than sacrifices (3); that it frees the soul from evil (4); that it leads to immortality (5); that it procures the fulfilment of all desires (6); that it frees man from all fetters (7). The Budha often said the same in a negative way, *viz.*, that all the miseries of man come from lack of knowledge (8)

There were, therefore, in the cities of the Indus Valley people fully equipped with knowledge and wisdom. They were called *kalteri,* "sages", in the inscriptions and are said to have lived in caves (9). This is only natural. The acquisition of wisdom leads man to the solitude of the forest, to the recesses of caves, where one may freely indulge in meditation and contemplation, the supreme function of man's soul for the acquisition of wisdom.

Besides ascetical knowledge which the possession of fish eyes clearly manifests, we have clear evidence of the development of two branches of human knowledge: astronomy and psychology.

Astronomy

Their knowledge of astronomy was rather advanced. They knew of the annual course of El, the Sun, through a band of constellations, the Zodiac, which they called *elvali,* "the path of the Sun". In this *elvali* they grouped the stars in such a way as to have eight constellations which were styled after objects more or less figured in those groups: *Edu,* the Ram; *Yal,* the Harp; *Nand,* the Crab; *Tuk,* the Scale; *Ama,* the Mother; *Kany,* the Arrow; *Kudal,* the Water-Jar, and *Min,* the Fish (10). These constellations which were called "Houses of the Sun", corresponded to the eight months of the year; accordingly each month had about 45 days. The beginning of the year was in the beginning of *Edu,* the Ram. Consequently a new year was a new *Edu,* this word becoming synonymous for year. *Edu,* the Ram, was then in the winter solstice when the Sun went so fast through this House, as to be said "to fly" over it (11), an expression which is not so strange in Indian scriptures for the Sun is called a "bird" in the *Rig-veda* (12). In winter, the time when the

1. Heras, op. cit, p. 29
2. Cf. Heras, Min Kan, The Mystical Meaning of Possessing Fish-Eyes, (Bombay, Hind Kitabs 1947).
3. Brhadaranyaka Upanisad, III, 8, 9-12
4. Ibid, IV, 4, 22-23.
5. Chandoya Upanisad, VIII, 6, 5-6.
6. Taittiriya Upanisad, III, 9, 5.
7. Naitri Upanisad, VI, 34.
8. Digha Nikaya, II, Mahanidana, Suttanta, pp-55. 58, Sanyutta Nikaya, II, 12, 10.
9. Marshal, Mohenjo Daro and the Indus Civilization, III, Seal No. 21
10. Cf. Heras, Studies in Proto-Indo-Mediterranean Culture, I, pp. 176-179
11. Ibid, pp- 230-232
12. Rg., X, I, ; 55, 6; 105, 2 and Passim.

Sun is over the zenith is much shorter. On the other hand when El entered the constellation of *Ama*, the Mother, the Sun was said to walk "like an ant" (1), for it went very slowly through this house, as the sunny period of the day in the month of July, corresponding to this constellation, was much longer.

In order to observe all these movements of the Sun over the stars during the day, the Mohenjo-Darians had a kind of astronomical observatory, which they called *taltalil*, "a very bright house", for they could from within it, see the brightness of the stars. In this house they had two long tubes passing through the wall, the room otherwise having no other openings. It was the principle of the telescope, a principle which they had undoubtedly learnt at the time of the construction of the many wells that are still in Mohenjo-Daro. From the bottom of the shafts of these wells they could observe the stars in the middle of the day. This principle of optics was cleverly applied by them to the observation of the stars.

Psychology

One of the signs of the Indus Valley script, which has its equal among the Egyptian hieroglyphs, has apparently a pictographic meaning which reveals their interest in psychology. The sign is as follows:

It means "to think" and reads *en*, in the Proto-Dravidian language of those people. The sign seems to be a section of a vessel into which a rod is introduced. Such is a thought, as a matter of fact. Our intellect is like a vessel which has the mysterious capacity of eliciting ideas, but not without the co-operation of impressions from the outside world, through our bodily senses. Thus both our intellect, *manas*, and our body, *sarira*, concur in the production of a thought, but not in the same way: *manas* is the real cause of the thought; the sense impressions are only required to tickle *manas*, so to say, and to precipitate the production of the thought. This psychological genesis of a thought seems to have been graphically depicted in this sign, which has otherwise no connection at all with thinking. Naturally, the vessel is the important thing in the sign; without the vessel the contents held there could not be gathered together. The rod is only the instrument for stirring these contents, *buddhi*. It is thus that the thought is finally produced.

The manifestation of these two kinds of scientific study among the people of the Indus Valley; one of research into the inner self, the other of investigation of the movements of the celestial bodies and their application to everyday life for reckoning time, reveals a very high standard of education among the Mohenjo-Darians. Further research in this civilization may doubtless disclose new developments among them in the field of education, developments which have placed the Proto-Indian Nation amongst the great cultural nations of the ancient world (2).

H. Heras, S.J.

1. Heras, op. cit., pp. 243-244.
2. For the study of the Proto-Indian Civilisation. Cf. Heras, Studies in Proto-Indo-Mediterranean Culture, Vol. I, recently published.

ROUNDUP OF ACTIVITIES

MINISTRY OF EDUCATION

FIVE-YEAR PLAN OF EDUCATIONAL DEVELOPMENT

Scheme to Relieve Educated Un-employment

An emergency scheme to relieve educated unemployment has been launched by the Ministry. The scheme envisages the employment of 80,000 teachers in rural areas and the opening of 80,000 Social Education centres in urban areas during 1954-55. State Governments were requested to forward their proposals in this behalf; so far 19 States have responded. Out of these sanctions have been issued to meet the Centre's expenditure on the scheme in the following cases:

Name of State	*Amount sanctioned* Rs.
Manipur	22,000
Vindhya Pradesh	91,000
Pepsu	2,02,275
Bihar	11,58,334
Saurashtra	1,05,401
Punjab	5,57,375
Rajasthan	3,72,010
Bhopal	71,500

Further details of some of the schemes in the Five-Year Plan which have been mentioned in previous issues are given below:—

Grants for Research Projects in Secondary Education

Under this scheme educational research and experimental work will be taken up in the field of secondary education in suitably staffed and well-equipped teacher-training institutions. The intention behind the scheme is also to develop and encourage a spirit of research among the teachers of training colleges.

The Ministry proposes to meet the cost of each approved scheme and for this purpose a sum of Rs. 2 lakh has been earmarked.

The financial grant from the Central Government to various cooperating agencies will provide for equipment and apparatus needed for the project undertaken, for research fellowships and for the printing of materials as well as miscellaneous expenses to be incurred on essential touring. The contribution of the participating universities, institutes or other agencies is expected to be in the form of utilising their existing resources in personnel and equipment for organising and undertaking these investigations and making the results available in reports, brochures, etc. The Central Government may at a later stage consolidate the findings and make them available for use in all the States and universities in the country.

Production of Suitable Literature for Children and Adults

Under this Scheme the Ministry will take the initiative in the production of suitable books both for children and adults; at the same time the State Governments will be encouraged to produce suitable literature on their own.

The Ministry's proposals are:

(a) Reproduction in regional languages of pamphlets in Hindi on Social Education already published by the Idara-Tamil-O-Tarraqi, Jamia Millia Islamia, Delhi under a scheme sponsored by the Ministry in 1949-50. The Central Government will meet 50 per cent of the cost of publications distributed free of cost and 25 per cent of priced publications. The total cost of the scheme for the Plan period has been estimated at Rs. 2 lakh.

(b) In connection with Childrens' Literature, the Ministry proposes to sponsor the production of a series of 100 books (25 to be published during the current year) in co-operation with the Maktaba Jamia.

The Maktaba will be given the necessary financial assistance for the purpose. The State Governments and selected booksellers will be requested to purchase a certain number of copies of each book at cost price.

(c) Preparation and publication in Hindi of the following three books:

(i) History of India,

(ii) History of the World and

(iii) Story of life.

These books will cater to the needs of persons who have received education up to school standard and are interested in further study.

(d) The setting up of a social education library at the Centre by translating into Hindi representative social education material available in the regional languages.

(e) A scheme of encouraging popular literature in the country by means of prizes to authors, subsidies to publishers and mass purchase of copies for distribution in the Community Project Areas is being worked out in cooperation with the Community Projects Administration.

Promotion of Inter -State Understanding

Under this Scheme, the Ministry have under consideration the following two activities:

(a) exchange of students and teachers between States on the basis of reciprocal hospitality, and

(b) publication of pamphlets.

Under (a), a scheme has been prepared and forwarded to the States for their consideration. The scheme envisages a visit to Delhi by parties of students each with a teacher in charge, from all States, during vacations in 1954-55. The Delhi State Government have been invited to arrange for the hospitable reception of, and accommodation for the parties. Activities will take the form of visits to places of historic interest, meetings with the President, Prime Minister if possible, and also entertainment programmes by the parties themselves. It is proposed that 50 per cent of the rail fare of the parties will be met by the Central Government.

Under (b), pamphlets will be designed to promote mutual understanding and appreciation among the peoples of different States and to counteract the rising tendency of provincialism. Each pamphlet will deal with one or more major States and bring out its physical attractions, its social, economic and cultural achievements and its contribution to the total cultural and political pattern of the country as a whole. These pamphlets will be published by the Publications Division of the Central Ministry of Information and Broadcasting. During 1953-54, four such pamphlets are proposed to be brought out, to be followed by five each in the two following years. The pamphlets will be made available to States for distribution to their educational institutions.

Bureau of Textbook Research

In accordance with the recommendations made by the Central Advisory Board of Education on several occasions since 1943, and by the Planning Commission, it is proposed to establish a Central Bureau of Textbook Research. This Bureau will have the following functions:

(1) to make a critical survey of current textbook literature;

(2) to promote sound educational criteria and guiding principles for writing textbooks;

(3) to prepare a comprehensive scheme of score cards, rating scales and check lists for appraising textbooks;

(4) to make a beginning with the preparation of model textbooks. In the first instance, research at the Bureau will concern itself with different subjects of the school stage only.

The findings of the Bureau will be published by the Government of India and made available to the State Governments, institutions and other agencies interested in the production of textbooks.

Educational and Vocational Guidance Bureau

Under this Scheme, the Ministry have under consideration a proposal to set up a Central Educational and Vocational Guidance Bureau at the Centre and a Bureau in each of the States willing to participate. In some States valuable work in this connection is already being done.

Scheme for Extensive Educational Development in Selected Areas

Proposals from the Governments of West Bengal and Madras were approved in full and necessary funds were placed at the disposal of the State Governments.

Proposals for some of the sub-schemes under this scheme from the States of Bilaspur, Kutch, A. & N. Islands and Tripura were

also approved and the required funds placed at the disposal of the States concerned.

Scheme of Grants to State Governments and Voluntary Bodies

Proposals under this Scheme from the Government of West Bengal were approved in full and the required funds placed at the disposal of the State Government.

Proposals for some of the sub-schemes from the Governments of Kutch and Manipur were also approved and necessary funds placed at the disposal of the State Governments concerned.

Expansion of Basic and Social Education

Replies from State Governments in regard to the Scheme for the Expansion of Basic and Social Education briefly mentioned in the September issue of 'The Education Quarterly' are being examined to ascertain the extent of the demand from all States.

Hindi Scientific Terms

Comments received from the Universities, State Governments, learned persons, important educational institutions on the provisional lists of technical terms in Hindi for Secondary Schools relating to Mathematics, Physics, Chemistry, Botany and Social Sciences are being considered. Thereafter the lists will be published in their finalised form.

Expert committees to deal with technical terminology relating to Law, Engineering, and Posts and Telegraphs are being set up.

Propagation and Development of Hindi

The number of Hindi Classes for teaching Hindi to Central Government employees who do not know Hindi has been increased from three to nine. Besides the classes run in the Central Secretariat premises, classes are conducted in certain localities like Reading Road, Gole Market and Lodi Road area where Government servants reside.

Social Education

At the first Literary Workshop, which was run at Alipur (Delhi) during August 1953, 24 trainees coming from Uttar Pradesh, the Punjab, Bihar, Himachal Pradesh and Delhi completed the training successfully and were awarded diplomas. Steps are being taken to organise three more similar workshops, one each for West, South and East India in the near future.

Secondary Education

The team of experts in Secondary Education according to a project sponsored mostly by the Government of India and by the Ford Foundation, have completed their tour of Institutions in India and have now proceeded on their foreign tour to Denmark, the U.K. and U.S.A. They held a brief conference at New Delhi to finalise their impressions of their India tour.

Merit Scholarships in Public Schools

The Government of India have instituted a certain number of scholarships on an all-India basis (full freeships and half freeships) of the value of Rs. one lakh nearly, to be awarded during 1954 to deserving and meritorious students for study in Public Schools.

The scholarships will be available for children, excluding those already studying in public schools, between the ages of five and 12 years (on 1st January 1954). 17½ per cent of the total number of scholarships are reserved for Scheduled Castes, Scheduled Tribes and other Backward Classes.

Scholarships to Young Workers in Different Cultural Fields

The Government of India have decided to award cultural scholarships, each of the value of Rs. 250 p.m. to encourage young workers with outstanding promise in different fields of cultural activity, namely, Fine Arts, Music, Dance and Drama including films and literature, etc.

Audio-Visual Education

In pursuance of the recommendation made by the National Board of Audio-Visual Education at its first meeting held at New Delhi in May 1953, pertaining to the establishment of Film Libraries on a statewise basis, and of the advisability of stocking them with really superior films, the Ministry has decided to circulate periodically, information regarding selected films chosen from those which have been previewed and approved for purchase for the Central Film Library. The first list giving information about a dozen everyday films, several of which are children's entertainment films, have been circulated. As these films can be made available at economic rates with commentary in Hindi, provided an order for at least 20 prints of each film can be placed, the Ministry has sought to pool the requirements of all State Governments, Universities and interested organisations within the country. Similar lists of British, American and other films are to follow in due course.

Donation by the Norwegian National Commission for Cooperation with Unesco

A further consignment of 36 school radio sets has been donated to India by the Norwegian National Commission from the balance of funds available from the first

gift. The sets are to be distributed to schools and other institutions who have applied and who fulfil certain conditions.

Unesco Scholar's Visit to India

Mr. H. El. Sakka, who has been awarded a six-month Unesco fellowship under the Technical Assistance Programme for the United Nations Relief & Works Agency for Palestine Refugees (UNRWA) in the field of Fundamental Education, was in India on a two-month visit between September and November. He attended a seminar at Patna in Social Education, organised by the All-India Social Education Association.

Anthropology

Important activities of the Department during the period under review were:

A report on the Animal Remains excavated from Hastinapur by the Department of Archæology and entrusted to this Department for their preservation and identification was completed. The report has been forwarded to the Department of Archæology for publication in their official Bulletin.

Identification of the Harappa Animal Remains has been completed; a report on it is being compiled.

The draft of the short Guide to the Ethnographical Gallery, required by the Trustees of the Indian Museum for inclusion in the Guide Book of the Indian Museum, Calcutta, has been prepared.

The Phenyl Thiocarbamide test for testing the hereditary factors involved in it has been performed on 145 subjects of different Castes, residing at Sarsuna, West Bengal.

Papers completed are: (i) The body proportion of the Onges of Little Andamans, (ii) The marriage customs of the Kanikkars of Travancore, and (iii) Social Anthropology on the customs of the Birhors of Palamau.

Data on the Economic Condition of the Kanikkars of Travancore, have been analysed and a report on it is in progress.

A detailed study of the main factors in the Abor language is in progress.

Abstracts and Reviews of Anthropological papers on Indian subjects which were published during the period 1947 to 1950 were completed.

ARCHAEOLOGICAL DEPARTMENT

Conservation Circles

Southern Circle—Madras The Siva Temple at Tiruvalamjuly near Kumbakonam, Tanjore District

Dedicated to Kapardisvara, this temple contains a series of interesting wall-paintings mostly of the Vijayanagara and Nayaka periods dating from the 16th century A.D. The paintings are rich both in quality and quantity and cover themes from Gajendramoksha, Kiratarjuniya and Kamada-hana of classical interest.

Kapimetta inscriptions of Damar Prathani, South Eastern Circle, Visakhapatnam

The inscribed stone is planted on the tank *bund* locally called "Homagundam" in the limits of Kanimetta village of the Bhimilipatam *taluk* of the Visakhapatnam District and is situated at mile 526/6 of the Grand Trunk Road.

Bontalakonduru inscriptions

Bontalakonduru is a small village on the banks of Nagavali river and is situated six miles from Srikakulam, a town in the Chepurupalli *taluk* of the same district. The inscribed stone that is now lying in the Collector's bungalow at Srikakulam was recently found on a mound to the east of the village, with two other broken images. It is fragmentary but from the script (Telugu) of the inscription, it can be assigned to the 11th and 12th centuries. It seems to record a joint donation by some officers of the Ganga Kings to the temple of Vasudeva at Bontalakoduru.

Arasavilli Temple inscriptions

The temple of Suryanarahana at Arasavilli is of great antiquity. It is mentioned in the inscriptions as early as those of Anantavaram Chode Ganga one of which is dated 'Saka' 1069 in his 72nd regnal year. Two inscriptions on detached stones have been noticed by the department of Epigraphy and they have been published in S.I.I. Volume V.

In addition, conservation work for the following monuments of this circle was taken up:

(i) Due to heavy floods in the Wardha river, the Bellarpur fort in Chanda suffered damage. The 'burj' facing the river on which the octagonal wall was resting was partly submerged to the height of about 15 feet. But there is no immediate danger to the superstructure resting on the 'burj' or adjacent masonry, as all this part rests on a natural rock.

(ii) The place at Gurramkonda which is mainly a structure erected in timber supports, has been conserved by renewing the wooden pillar supports and essential roof timbers of the

terraces. The fallen portions of *chajja* of the same have been restored and the roofs were rendered watertight with plastering.

Museums

The Central Asian Antiquities Museum, which remained closed ever since World War II, has now been thrown open to the public once more with its re-organized galleries of fresco paintings. In addition, sculptures and terra-cottas and stuccos, wooden documents, paper drawings, and various other miscellaneous objects have been displayed. An additional room and a portion of the front verandah have been converted into exhibition galleries containing paintings, silk banners, textiles, domestic articles, minor antiquities from Central Asia, etc., covering the various cultural epochs from Circa 2nd to 10th century A.D.

The National Museum continues to play its part as an important cultural centre in the Capital. Altogether 18,710 persons visited the museum during the period under review.

Temporary Exhibition

An exhibition of recently excavated antiquities from various parts of India was organised in the National Museum of India by the Department of Archæology on the occasion of the Meeting of the Central Advisory Board of Archæology on the 14th August, 1953, and remained open to the public on the 16th August, 1953.

The Exhibition illustrated antiquities from the sites of Rupar, the easternmost outpost of the Harappa culture, situated on the bank of the Sutlej River near Ambala; Bahadurabad near Hardwar with its typical pottery found in association with a unique Holocene stone tool equipment and with an apparently accompanying group of copper implements of representative types; and the dried up valleys of the rivers Sarasvati and Drishadhvati in Bikaner. The discoveries from the Ghoshitarama Monastery at Kausambi near Allahabad which was once the seat of the ancient Vatsas, hallowed by its association with Gautama Buddha were also adequately represented.

Finds from the sites of Amreli (Saurashtra), Bahal (Hyderabad), Maheshvar (Malwa), Baroda, Tripura (Madhya Pradesh) and the Narmada valley, dating from prehistoric times to the early medieval period also formed an important feature of the Exhibition.

Adequate and appropriate charts, maps, photographs and explanatory notes displayed at the Exhibition successfully brought out the multi-faceted cultures of ancient India.

Indian Museum, Calcutta

A good image of Vishnu in black basalt belonging to the late Pala period of Bengal was acquired from Asrafabad in Baraset, West Bengal. This sculpture is preserved and will be displayed as an exhibit in the Archæological Section of the Indian Museum.

Epigraphical Branch, Ootacamund

Among the North Indian inscriptions examined, an early epigraph from the Bhramaremata temple near the town of Choti Sadri Udaipur District, Rajasthan, is the most interesting. It is dated 547—referable, no doubt, to the Vikrama era and corresponding to A.C. 490. The importance of the record lies in the fact that it reveals the existence of a hitherto unknown royal family called Manavayani.

Examination of a stone inscription from Bhilsa, now preserved in the Gwalior Museum, has thrown welcome light on the antiquity of the god Bhaillasvamia whose temple at Bhilsa was demolished by the armies of the Sultan of Delhi in the 13th century. The celebrated Muslim savant, Alberuni, says that the famous city of Bhailasa (*i.e.* Bhaillasvamin, modern Bhilsa), lying on the road from Mathura to Ujjayini and Dhara was named after the deity worshipped there. We have inscriptions of a later date mentioning Bhaillasvamin (also spelt *Bhailesvamin*), either indicating the deity or the place.

Among South Indian inscriptions, a set of five thin copper-plates discovered near the village of Penugonda, West Godavari District, Madras State, is an important record that has been examined during the period under report. It belongs to the reign of king Hastivarman and is written in Prakrit. The characters of the inscription may be assigned on palaeographical grounds to the 4th or 5th century A.C.

A copper-plate record of the Eastern Ganga dynasty, which was discovered at Urajam in the Srikakulam District, Madras State, is another interesting inscription recently examined. It was issued by King Indravarman from Kalinganagara in the year 97 apparently of the Ganga era. The object of the inscription is to register the gift of Honjeri-grama in Kroshtukavartani.

A set of three copper-plates, discovered at Cheruvu-Madhavaram was received from the Collector of Krishna District, Madras State. The charter belongs to the reign of Kali-Vishnuvardhana or Vishnuvardhana V,

son and successor of Narendramrigaraja Vijayaditya II of the Eastern Chalukya family of Vengi.

Cultural Activities

The Government of India have decided to purchase the manuscript and copyright of the Arabic translation of the following six classics by the Arab Poet Wadil Boustany at the cost of Rs. 80,000 with a view to publishing a cheap edition of these for distribution in countries of the Middle East:—

1. *Mahabharata.*
2. *Bhagwad Gita.*
3. *Ramayana.*
4. *Shakuntala.*
5. *Nala Damyanti.*
6. A summary of Indian Mythology.

The publication of *Shakuntala* is to be taken first.

Two batches of 12 students each, came to India from the California University and visited various educational institutions. One group associated itself with community project centres.

A batch of 27 students from Malaya came to India in August on a study tour. They visited various educational institutions and historical places of importance and have since left India.

A three-man Burmese Mission led by Mr. J. S. Furnival visited New Delhi and were shown around Engineering and Education projects including the Road Research Institute of India, Delhi.

The Assistant Director of Education of the Malayan Federation visited India for selection of teachers. He interviewed 270 candidates in all and selected 34.

68 students and 11 teachers were selected for Fulbright Smith Mundt awards during 1953-54.

Mr. T. N. Ramchandran, Deputy Director-General of Archæology visited Bangkok on deputation and delivered lectures on subjects of Indo-Thai interest under the auspices of the Chulalong-Korn University and Siam Society.

Shri Vangala Jaya Ram of the Lucknow University has been selected as a student-delegate from India to participate in the New York *Herald Tribune* Forum.

Mr. B. S. Parija of St. Stephen's College, Delhi, has been selected for participation in the New York *Mirror Youth* Forum to be held in December, 1953.

Arrangements are being made for an exchange of debating teams with the U.S.A. The U.S. team of two students is expected to visit India in the first week of December, while the Indian team (which will be selected on the basis of an extempore debate competition) shall leave for the U.S.A. some time in January.

It has been decided to give a grant of Rs. 32,000 out of the funds of I.C.C.R. to Shri Uday Shankar to take his troupe to Egypt and other Middle East countries.

The Ceylon Estate Workers' Education Trust, Ceylon has been given a grant of Rs. 7,500 for the year 1953-54 for the educational facilities it affords for the education of the children of the Indian Trust workers.

The Government of India have sanctioned the award of two prizes of £10 each to two Australian children (one over 15 years and the other below 15 years) for writing an essay on 'India' with a view to encouraging the youth of Australia to understand India and her problems.

Twenty copies of 'Our India' and 25 copies each of the April and May issues of 'Mazdoor Jagat' have been sent for presentation to schools and institutions in South and British East Africa, Burma, Ceylon, Malaya, Mauritius and the U.K.

The 7th volume of Tendulkar's Biography of Mahatma Gandhi has been presented to the Public Library, Colombo.

A set of 100 photographs is being presented to Dr. J. Haggerty, President, State University Teachers' College, New York and a film on 'Public Schools in India' to the Misuka Women's Association, Japan.

About 40 representative paintings of students and youth of India were sent by the I.C.C.R. to the High Commissioner in South Africa for display at the University of Cape Town Arts Festival held in August, 1953.

An Education Section has been set up in the Embassy of India, West Germany, Bonn, to look after the welfare of students and trainees sent to that country under the Indo-German Industrial Cooperation Scheme.

National Archives

898 files, 26 registers, 154 bundles, and 28 boxes of records were received during the quarter. Besides, 12 volumes of the original diaries of Nain Singh, Hari Ram and other explorers of the Trans-Himalayan Regions were transferred to this Department by the Surveyor-General of India and six photostat

copies of documents relating to Mahatma Gandhi's admission into the Inner Temple, London, were acquired.

10,679 requisitions for records from the various Ministries and Offices of the Government of India and research scholars were attended to. 63 scholars consulted records; 5,862 pages of excerpts were scrutinized and 3,484 pages released.

In connection with the preparation of a summary guide to the records in this Department, an interim report embodying the information gathered regarding the organisational changes in the different departments of the Government of India was drawn up.

Besides the routine work of repair and rehabilitation which included the mounting of 30 maps belonging to the Col. Phillimore collection of maps, some special repairs were carried out for the National Library, Calcutta, and the Raza Library, Rampur.

In addition to the routine micro-filming of records in the custody of this Department, service was rendered to the Visva-Bharati University, the Library of Congress, Washington, the Belgian Embassy in India, Dr. Raghuvina, Mr. E. Wodak of Singapore, the Railway Board, New Delhi and Prof. Syed Naficy of Iran. As Prof. Naficy desired a copy of a manuscript in the Raza Library, Rampur, a mobile micro-filming unit was dispatched to Rampur. A positive copy of *Siyar-u-Muluk* was prepared for Mr. H. S. G. Darke of Baghdad.

Twenty leading archivists and historians from foreign countries, including England, America, Holland, Norway, Denmark, Belgium, Iran, Ceylon, Singapore and Malaya have been appointed corresponding members of the Indian Historical Records Commission by the Government of India.

The first meeting of the Sub-Committee for Publication, appointed by the Government of India on the recommendation of the Research and Publication Committee was held at the National Archives of India on the 28th August 1953. The Sub-Committee reviewed the position in regard to the printing of Fort William-India House correspondence under Scheme I of the Publication Programme of the National Archives of India, and recommended that the Director of Archives should be authorized to arrange for the printing of four more volumes in the series at private presses.

The 21st meeting of the Research and Publication Committee was held at the National Archives of India, New Delhi, on the 29th August 1953. The meeting was attended by 23 members representing the Government of India, various State Governments, Universities and learned institutions. The Committee reviewed the progress made under Schemes I and III(A) of the Publication Programme of the National Archives of India and recommended measures to expedite publication of the volumes in those series. A resolution recommending that suitable financial aid be given by the Government of India to the Universities and Institutions for publication of volumes of records in Oriental languages was passed by the Committee.

A National Committee of Archivists consisting of the Director of Archives, Government of India, as the Chairman-Convener, and the Directors of Archives and Keepers of Records of the States Record Offices as members, has been appointed by the Government of India.

National Library

In order to render better service to the public, the working hours of the Reading Rooms have been extended and both the Reading Rooms and the Lending Sections are being kept open on Sundays and certain other holidays with effect from the 16th August, 1953.

During this period about 3,000 books on different subjects forming part of the collection of late Dr. Barid Baran Mukherjee, who was a leading Homeopath of Calcutta were made over to this Library as a gift to the nation by Sri Sambhu Baran Mukherjee and his brother (sons of late Dr. Mukherjee).

Extraordinary Sessions of the General Conference of Unesco

The Government of India participated in the Second Extraordinary Session of the General Conference of Unesco held in Paris from 1st to 4th July, 1953.

During the Seventh General Conference of Unesco, Dr. Jaime Torres Bodet resigned from the post of the Director-General and this Extraordinary Session was specially convened for the election of the new Director-General. Dr. Luthur H. Evans, Librarian of the United States Congress, was duly elected as Director-General, Unesco, at this Session. Another important item

on the agenda was consideration of the Report of the Seminar held in New Delhi in January, 1953, on the Contribution of the Gandhian Outlook and Techniques to the solution of Tensions between and within Nations. Unesco passed the following resolution on this item:

> "The General Conference decides to refer to the Director-General the report of the Seminar on the Contribution of Gandhian Outlook and Techniques to the Solution of Tensions within and among Nations, and study the possibilities of implementation of the measures proposed by the Indian Government in the draft programme for 1955-56."

International Advisory Committee on Scientific Research—Meeting of the Working Party

Unesco convened a Conference of Directors of National Councils and Centres of Scientific and Technical Research for considering the establishment of an International Advisory Committee on Scientific Research in Paris on 6th and 7th July 1953. The International Advisory Committee, when established, will advise the Executive Board and the Director-General on the programme of Unesco in the field of Natural Sciences with particular reference to the establishment of international and regional centres for research and coordination on various scientific problems.

International Conference on Public Education

The 16th International Conference on Public Education was held at Geneva from 6th to 16th July, 1953, jointly convened by Unesco and the International Bureau of Education. The major topic for discussion on this occasion was the training and status of primary teachers. The study of these questions forms part of Unesco's long-term programme for the gradual application of the principle of free and compulsory education. The Conference also recognized that the essential factor in any campaign for the full enforcement of compulsory education is the teachers themselves. The Conference examined the progress of education in the various countries of the world, the exchange of information in various educational schemes, pilot projects and steps taken for the improvement of education. The Government of India submitted a report on Education in India for the year 1952-53 to the Conference.

Unesco International Seminars on Workers' Education

Unesco organised two International Seminars for Workers' Education, the first from 11th to 25th July and the second from 25th July to 8th August, 1953, at Chateau de la Breviere, St. Jean-aux-Bois, near Compiegue Oise, France. The subjects were (i) promotion of international understanding through the workers' educational organisations, (ii) methods of teaching citizenship in workers' educational movements and (iii) Unesco's responsibilities in the field of adult and workers' education. Unesco invited all Member States to appoint three participants for these Seminars.

Unesco Seminar on the Use of Visual Aids in Fundamental Education

Unesco organised a Seminar on the 'Use of Visual Aids in Fundamental Education' in Messina, Sicily from 29th August, 1953 to 27th September, 1953. The Seminar provided an opportunity for practical experiment and discussion and for planning future cooperation among specialists in the field.

The Government of India selected Shri N. D. Sodhi, Senior Lecturer, Government Training College, Jullundur, to attend the Seminar as a participant from India.

International Conference on "The Role of Music in Education"

Unesco organised an International Conference on 'The Role and Place of Music in the Education of Youth and Adults', in Brussels from 29th June to 9th July, 1953. The Government of India nominated three delegates to the Conference.

Seminar on Teaching of Modern Languages

Unesco held an International Seminar on the Contribution of the Teaching of Modern Languages towards Education for living in a world community, in Nuwara Eliya, Ceylon, from 3rd to 28th August, 1953. Three delegates attended from India.

Unesco Regional Study and Information Seminar for Youth Leaders of South and East Asia

Unesco organised a 'Regional Study and Information Seminar of Youth Leaders of South and East Asia', in Tokyo, Japan, from 6th to 27th October, 1953.

The main topic for study at the Seminar was 'the contribution of young people to the life of the community, particularly in urban areas'. The study of this topic is calculated to give youth leaders an opportunity to exchange information about their experiences in youth work. On the basis of these experiences, they will study the participation of young people in the life of the local and national community.

Unesco Fellowship for a Writer

Unesco has awarded one fellowship to India for a 'Writer'. The Government have accepted the offer and a selection is being made. All expenses in connection with the fellowship will be borne by Unesco.

Unesco Fellowship in Compulsory Education

Unesco has decided to award a fellowship to a Madhya Pradesh Government official for studies in the field of Compulsory Education. The dossiers of Mr. V. A. Apte, Divisional Superintendent of Education, Berar Division and S. P. Verma, Divisional Superintendent of Education, Jabalpur Division recommended by the Madhya Pradesh Government have been forwarded to Unesco for selection.

Unesco Offer of Experts Mission to Study Administrative Problems in Member States

The following resolution was adopted by the General Conference of Unesco at its Seventh Session:

> "The Director-General is authorised to continue to help and encourage Member States that have recently obtained their independence to study administrative, legal and sociological problems of internal organisation resulting from their participation in the system of cooperation of the United Nations and the Specialized Agencies."

In pursuance of this resolution, Unesco offered to send a mission of two specialists, to carry out, through field studies, a survey of various problems, legal, sociological and administrative, resulting from our participation in the organization of the United Nations and its Specialized Agencies. It has been decided that as India has a long tradition of participation in International Organisations and, as a result, has already a well-developed administrative machinery for dealing with problems in this field, such a mission is not necessary for us. Unesco was informed accordingly.

Unesco-study of Administrative Responsibilities

Unesco adopted the following resolution at its Seventh Session:

> "The Director-General is authorized to undertake a study of the various ways in which States interpret the legal, administrative and social responsibilities incumbent upon them by reason of their membership in the international community and, more particularly, in the United Nations and the Specialized Agencies."

To carry out this resolution, Unesco has decided to undertake an enquiry in eight countries, representing different regions of the world and characterized by varied legal and administrative systems.

The results of these enquiries before being made public, will be submitted by Unesco for comments to the Governments of each State concerned. They will also be examined by a Committee to be convened by Unesco in 1954 for the purpose of incorporating them in a general report.

It has been provisionally decided that India may be included in such an enquiry. Final decision will be taken shortly.

Unesco Training Centre for Specialists in Fundamental Education

As reported previously, Unesco is awarding two Fellowships to Indians for participation in the proposed Training Centre for Specialists in Fundamental Education to be conducted by the Organisation in Mysore in November, 1953. Unesco have now offered to India, two to four additional places which have fallen vacant in the Centre. The Ministry has accepted the offer and necessary action is being taken to select trainees for these additional vacancies, who will be awarded Government of India Fellowships.

Unesco Centre for Educational Psychology

The Government of India had requested Unesco to locate their proposed centre for research in educational psychology for this region at the Central Institute of Education, Delhi. Unesco has expressed its inability to accept our request. The organisation has decided to set up this centre in Thailand.

Unesco System of Associated Projects

The Government of India have recommended to Unesco for inclusion in their system of associated projects on public libraries and public schools, the following:

Library of the Bombay Branch of Royal Asiatic Society and the Central Library, Bombay-1.

Library School, University of Delhi, Delhi.

Unesco Gift Coupon Scheme

Hitherto, three Member States of Unesco have been participating in the above Scheme as Donor Countries. It is now learnt that Japan will also participate in the Scheme. The Japanese National Commis-

sion has already sent 43 Gift Coupons amounting to 47 *Unums* to the School for the Blind, Palam Cottah (Madras).

Meeting of the Indian National Commission for Unesco and Representatives of Asian National Commissions

The Minister for Education, in his capacity as President of Indian National Commission for Unesco, has decided to hold a Meeting of the Indian National Commission for Unesco from 9th to 14th January, 1954 in the Parliament House, New Delhi. The Prime Minister has agreed to address the Inaugural Session. It has also been decided to invite Representatives of Asian and African National Commissions for Unesco as fraternal delegates to this meeting. It has been decided that the invitation should be extended to the following 11 countries:

Union of Burma, Ceylon, Pakistan, Afghanistan, Iran, Iraq, Egypt, Indonesia, Lebanon, Syria and Israel.

Three representatives from each country will be invited.

The general purpose of the Meeting is:

(a) to discuss the programmes and development of Unesco with special reference to the needs of Asian and African countries;

(b) to discuss the utilisation of Unesco resources for the development of under-developed areas;

(c) to discuss matters of common concern with a view to better and effective implementation of Unesco's programme in this part of the world;

(d) to discuss ways and means of promoting effective cooperation and liaison between Assam and African National Commissions;

(e) to evolve a common programme for presentation to the Eighth General Conference of Unesco, to be held at Montevideo in 1954; and

(f) to consider ways and means of implementation of Unesco Resolution on the recommendations of the International Seminar on the Contribution of Gandhian Outlook and Techniques to the solution of tensions between and within Nations held in January, 1953 in New Delhi, adopted by Unesco at its Extraordinary Session held in July, 1953.

Information Section

At the Five-Year Plan Exhibition which started on October 9th, 1953 this Section organised the information counter of the Ministry of Education and supplied educational information regarding Indian and Overseas courses for Indian students. During the last three months, 338 visitors sought information at the Ministry on various educational topics. 446 enquiries (India) and 667 enquiries (Overseas) were attended to.

Information relating to studies abroad in the following subjects was collected and compiled:

(i) Engineering studies in Australia, Canada and Germany (similar information relating to the U.K. and the U.S.A. was prepared on a previous occasion).

(ii) Studies in Forestry—Australia and the U.K.

(iii) Studies in Economics—the U.K. and the U.S.A.

(iv) Note regarding foreign institutions imparting instruction in Persian and Islamic studies.

Publications

The following publications have been produced during the last three months:

Teachers' Handbook of Social Education—A second enlarged and revised edition with an Index—Re. 1/-.

Research and Experiment in Rural Education, by J. P. Naik—Re. 1/-.

Unesco Projects in India—Rs. 1/8/-.

Experiments in Child Education—Re. -/10/-.

Vidya Bhavan Open-Air Session, by K. N. Srivastava—Rs. 2/-.

A New Deal for Secondary Fducation (an abridged edition of the Secondary Education Commission Report). —Re. -/6/-.

Proceedings of the First Meeting of the National Board of Audio-Visual Education in India—Re. -/9/-.

Deepavali—a journal for the blind.

Publications of the Ministry were displayed and sold at two important exhibitions during the period under review. The first of these was the Five-Year Plan Exhibition organised by the Ministry of Information and Broadcasting, at the All-India Fine Arts and Crafts Society Hall, New Delhi. The second occasion for display and sale occurred between 7th and 12th November 1953, at Parliament House. D.P.I.s and D.S.E.s, Members of Central Advisory Board and Observers at the 20th meeting of the Board expressed satisfaction at the number content and appearance of publications and bought

many copies. From September 1st to November 15th, 410 publications were sold with a cash return of Rs. 813-4-0.

Gift Books, the most important of which was Major Graham Pole's "India in Transition", were distributed on a large scale to educational institutions in the country.

Forthcoming publications are:

Child Art—a publication with tri-coloured plates for Teachers of Art in Primary and Secondary Schools.

The All-India Social Education Report, 1947-51.

Proceedings of the 5th Meeting of the All-India Council for Technical Education, held at Calcutta on the 24th and 25th July, 1950.

The Quinquennial Review, 1947-52.

Statistical Publications

The manuscript of the publication "Report on the Delinquent Children and Juvenile Offenders in India, 1950" is in press. Other forthcoming publications are:

(i) Education in Universities in India, 1949-50;

(ii) Education in the States of the Indian Union, 1950-51; and

(iii) Passes in Matriculation and other University Examinations in India, 1948-52.

Modified Overseas Scholarships Scheme

Out of the 24 candidates selected for study abroad for 1953-54 Scheme, 17 have gone abroad. The question of continuing the Scheme for 1954-55 is under the consideration of the Government.

Central State Scholarships Scheme

Applications for the award of 1954 scholarships have been received from candidates from Parts 'C' and 'D' States. Selection will be made shortly.

Federation of British Industries Scholarships

Five candidates have gone to the U.K., one offer has been cancelled and one selected candidate who is in the U.S.A. at present has requested that he may be awarded the scholarship in 1954. No offer has been received from the Federation of British Industries for 1953-54.

London University Institute of Education Fellowships

Two persons selected for Fellowships have gone to the U.K.

Colombo Plan—Government of India Scholarships to Foreign Nationals for Studies in India

Under the Colombo Plan, the Government of India offered 20 Scholarships/Fellowships to students from South and South-East Asian countries for studies in India during the year 1953-54. 12 persons have been selected so far of whom seven have joined their respective institutions. In addition to this, the Government have offered some scholarships to Nepalese students under the Colombo Plan. 27 Nepalese students have so far come to India for study.

Free Studentships and Apprenticeships under the Indo-German Industrial Co-operation Scheme

96 selected persons (36 for post-graduate studies and 60 for practical training in Industries) have so far gone to West Germany. The question of renewing the Scheme in 1954-55 is under the consideration of the Government.

Science Research Scholarships to Indian Students

The London Exhibition Science Research Scholarship by the Royal Commission of Exhibition, 1851 is for post-graduate research in the U.K. in any branch of pure or applied science. An offer of one scholarship tenable for two years in the U.K. has been received from the Royal Commission. The offer has been given due publicity.

Royal Society Rutherford Scholarship for Research in the U.K. in any branch of Natural Sciences

An offer of one scholarship tenable for three years to an Indian student who gives evidence of capacity for research work in the U.K. has been received. The offer has been publicised.

General Cultural Scholarships Scheme

As in 1952-53, 100 scholarships have been awarded in 1953-54 to students from certain Asian, African and Commonwealth countries (including persons of Indian origin domiciled therein) for study in India. The Scheme will be continued in 1954-55 and 100 fresh scholarships will be awarded. Applications have been invited through the Indian Missions concerned, which must reach the Government of India by the 1st December 1953.

French Fellowships Scheme

With a view to reciprocating the gesture of goodwill of the Government of France who have been awarding scholarships to Indian nationals for study in France since

1945, the Government of India have decided to continue the *ad hoc* scheme of Fellowships to French nationals for a period of two years from 1953-54. Six Fellowships have been awarded during 1953-54. Candidates selected for the awards have joined various universities in India.

U.N. Social Welfare Fellowships Scheme

The Government of India have been participating in the U.N. Social Welfare Fellowships Scheme since its inception in 1947. Under the 1953 Programme, 23 Fellowships/Scholarships have been offered to India and 13 for the year 1954. Recommendations have already been sent.

General Reciprocal Scholarships Scheme

With effect from 1953-54, the Government of India have sanctioned a scheme for the grant of scholarships for study in India to nationals of foreign countries which award scholarships to Indian nationals. 20 scholarships will be awarded every year for post-graduate study in subjects like Indian Philosphy, Indian History, Culture, etc. The period of scholarships is normally two years. The value of the scholarships is Rs. 200 p.m. exclusive of tuition, examination and other fees, if any, which will be paid direct by the Government to the institution concerned. During 1953, scholarships will be awarded to students from Yugoslavia, Italy and Mexico.

Scholarships to Africans for study in Cottage Industries

It has been decided to award with effect from 1953-54, 25 scholarships to African students for training in Cottage Industries and other vocational subjects.

Kinki University Scholarships

The Kinki University (Japan) offered five scholarships to Indian nationals for graduate and post-graduate study. The selections have been finalised.

Government of Israel Scholarships

The Government of Israel offered one scholarship for training in cooperative and Arid Zone Farming. The selection has been finalised.

Italian Government Scholarships

The Government of Italy offered five scholarships for post-graduate study and for specialised practical training. The five selected candidates were expected to sail for Italy by the second week of November, 1953.

Government of Norway Scholarships

The selection for the one scholarship offered by the Government of Norway has been finalised. The candidate was expected to leave for Norway by the second week of November 1953.

Government of Egypt Scholarships

Two scholarships have been offered for post-graduate research studies in Cotton Growth, Irrigation Engineering and Agriculture. Selections have been finalised—one candidate has been selected for training in Irrigation Engineering and the other for Cotton Growth.

The Government of Belgium Scholarship

One scholarship has been offered for one academic year for post-graduate studies in Agriculture/Metallurgical Mining and Naval Engineering Courses. The Selection has been finalised and the candidate has sailed for Belgium.

Unesco Scholarships

Under their "Group Training Scheme in Fundamental Education" to be held in Mysore, Unesco offered two Fellowships to Indian nationals. Six candidates have been recommended to Unesco for these awards. The final decision is awaited.

Unesco Fellowship for a Writer, 1953-54

See Unesco Section.

Unesco Technical Assistance Programme 1953

Unesco offered one Fellowship in concrete Dams earmarked for the Central Water and Power Commission. The offer was accepted and selection has been made.

Fellowship by the Government of Netherlands

The Government of the Netherlands have offered a Fellowship to an Indian student for research study in any scientific subject. The Fellowship is tenable for a period of six to eight months. A candidate from the National Physical Laboratory has been selected and was expected to sail on November 11th, 1953.

The Gustavus Adolphus College Saint Peter, U.S.A. Scholarship

Out of the total number of applications received, names of seven candidates have been recommended to the College authorities for selecting a candidate.

Ohio State University Scholarship

The Ohio State University, U.S.A., offered three scholarships for graduate courses at the University. Only two candidates (one man and one woman) have availed themselves of the scholarship, and they left for the U.S.A. in September 1953.

Unesco-Thai Government Scholarships

The Government of Thailand have offered to award eight Fellowships and eight Scholarships for 1953-54. The Fellowships are open to all countries, while the Scholarships are open to just a few countries, including India.

The offer has been circulated to all State Governments, Universities and various Art Institutions in the country. The last date for receipt of applications was 5th November 1953.

Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships for 1953-54

About 10,000 Scholarships for post-matriculation education in India are being awarded to students belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes during 1953-54. This includes 6,298 fresh awards and renewals of about 3,700 scholarships awarded last year.

Overseas Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes

The Government of India have decided to award six scholarships for studies abroad to persons belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes during 1953-54. The Union Public Service Commission has been requested to advertise these scholarships and to recommend candidates for the awards as early as possible.

The Government of India have also decided to grant sea passage to such Scheduled Castes, Scheduled Tribes and Other Backward Classes scholars as have obtained foreign scholarships for studies abroad, but are required to arrange passage at their own expense. Accordingly the cost of a tourist class sea passage to U.S.A. was sanctioned to a Scheduled Castes scholar who had obtained a scholarship for research studies in John Hopkins University, New York, U.S.A.

All-India Council for Technical Education

In pursuance of the recommendations of the All-India Council for Technical Education that a School of Town and Regional Planning should be established at Delhi, discussions were held with the representatives of the Institute of Town Planners (India) as to how best to establish the School.

The following proposals were formulated:

(i) The School of Town and Regional Planning should be established at Delhi as a joint enterprise of the Central Government and the Institute of Town Planners (India).

(ii) The School should be a fully autonomous body, registered under the Societies Registration Act.

(iii) Seven persons, as required by law, belonging to the Government and the Institute of Town Planners should be founder members of the Society. The administration and management of the School should be placed in the hands of a Governing Council, consisting of eight persons, as shown below:

Secretary, Ministry of Education (Chairman).

Three representatives of the Institute of Town Planners.

Two representatives of the Central Government (Ministries of Finance and Works, Housing and Supply).

One representative of the All-India Council for Technical Education.

Director of School (*ex-officio*).

The estiblishment of the School is estimated to cost Rs. 2·34 lakhs (non-recurring) and Rs. 75,000 (recurring).

The fourth meeting of the Joint Committee of the All-India Council for Technical Education and the Inter-University Board was held in Madras on the 25th September 1953. The Committee considered the draft post-graduate courses in the various branches of engineering and technology prepared by experts and finalised the courses for certain selected branches. The approved courses are being printed.

Five-Year Plan and Technical Education

The Southern Regional Development Committee appointed by the All-India Council for Technical Education for preparing the details of a Five-Year Plan of Technical Education for the Southern Region, held its first meeting on the 29th July 1953, in Bangalore, under the chairmanship of Dr. A. L. Mudaliar.

After reviewing the present state of technical education in the region, the Committee decided that the first stage of development at the under-graduate level should be qualitative improvement of instructional facilities for existing courses on the one hand, and on the other, the full

establishment and consolidation of institutions, which have been recently started. The problems of each institution should be individually investigated and a scheme for its improvement or development should be prepared, the main objective of which should be provision of adequate facilities of instruction for the basic courses in engineering or technology. Towards this end, a proper assessment of each institution covering all the above aspects should be carried out by the Expert Committee. The Regional Committee appointed one Visiting Committee for institutions in each State of the region.

The Visiting Committees have completed the assignments and have submitted reports. The reports cover the following institutions:

Madras State

A.C. College of Engineering, Karaikudi.

P.S.G. & Sons' Charities College of Technology, Coimbatore.

Shri Ramakrishna Mission Vidyalaya School of Engineering, Coimbatore.

The Industrial Labour Welfare Association, Coimbatore.

Seshasayee Institute of Technology, Tiruchirapalli.

Mysore State

Government Engineering College, Bangalore.

B.M.S. Engineering College, Bangalore.

B.D.T. Engineering College, Devanger.

S.K.S.J. Technological Institute, Bangalore.

The National Institute of Engineering, Mysore.

Government Occupational Institute at Bangalore, Hassan, Davangere, Chintamani and Bhadrawati.

Travancore-Cochin State

College of Engineering, Trivandrum.

Institute of Textile Technology, Trivandrum.

Polytechnic Institute, Kalamassery.

Maharaja's Technological Institute, Trichur.

Hyderabad State

Engineering College, Osmania University.

Government Technical College.

The reports will be considered by the Regional Committee shortly.

Discussions have been held between the Central Government and the State Governments regarding the participation of the latter in the scheme of improvement or development of technical institutions in the States. Most of the State Governments have agreed to the scheme being implemented as a joint enterprise of the Central and State Governments.

The first meeting of the Special Committee set up by the All-India Council for Technical Education to prepare a scheme for the development of facilities for post-graduate training and research in engineering and technological subjects, was held on 19th and 20th October 1953. The Committee recommended that at post-graduate level, the development in engineering and technology should be two-fold, that is,

(a) Regular post-graduate course in certain selected branches of engineering and technology should be organised in certain selected institutions. The courses should generally be of one year's duration and should lead to the award of a Master's degree in engineering. A minimum period of practical training should be a pre-requisite for entry to the courses.

(b) Establishment of Research Departments in selected institutions, depending upon the availability of experts to guide research and nucleus of facilities by way of equipment and accommodation for research. Research scholars may work for a research degree. Individual Professors or members of the staff of technical institutions could be assisted by the Board of Engineering Research of the Council of Scientific and Industrial Research in any scheme of engineering and technological research undertaken by them and approved by the Board.

On the basis of the above considerations, the Committee made a selection of certain specific branches of engineering and technology as also the institutions for organising the post-graduate courses. The Committee decided that detailed proposals for the courses should be invited from the institutions concerned, for consideration.

All-India Boards of Technical Studies

A meeting of the All-India Board of Technical Studies in Textile Technology was held on the 28th August 1953. The

Board granted affiliation to the Institute of Textile Technology, Bhiwani, for conducting the National Diploma Course in Textile Technology. The Board also set up a Visiting Committee for the Bengal Textile Institute, Serampur, to report on the desirability or otherwise of granting affiliation to the Institute. A draft scheme of apprenticeship training in textile industry was also approved.

A meeting of the Hindi Shorthand Committee of the All-India Board of Technical Studies in Commerce and Business Administration was held on the 14th September 1953, to examine *inter alia* the various systems of shorthand in Hindi with a view to finding out the best and the most suitable system which with certain modifications, can be adopted for regional languages.

Hindi Typewriter Testing Committee

A meeting of the Hindi Typewriter Testing Committee was held on the 21st October 1953, to decide the date of the proposed competition in Hindi Typewriters. The Committee decided that a few Hindi typewriters along with relevant data leading to the manufacture of various designs of the keyboard adopted by various manufacturers should be collected for their inspection.

Conference of Geological Education Training

A conference of representative Professors of Geology from Universities, Officers of the Geological Survey of India, the Indian Bureau of Mines and the Ministry of Natural Resources & Scientific Research, was held at New Delhi on the 1st September 1953, to discuss *inter alia* the question of field training of Geology students with particular reference to collaborative arrangements between the G.S.I. and the Universities.

Indian Institute of Technology, Kharagpur

Under the Colombo Plan, the United Kingdom has contributed machine tools to equip the "Tool Room" of the Production Engineering Department of the Indian Institute of Technology, Kharagpur. The formal opening ceremony was performed by the High Commissioner for the U.K. in India on 5th September 1953.

Delhi Polytechnic, Delhi

Mr. K. K. Sen, Art Master of Delhi Polytechnic, has gone to Russia and other foreign countries as a member of the Artist's Delegation under the auspices of the All-India Board of Fine Arts and Crafts Association, New Delhi.

Indian Institute of Science, Bangalore

The Government of India have sanctioned payment of non-recurring capital grant of Rs. 1,00,000 (Rupees one lakh) to the Indian Institute of Science, Bangalore, for the purchase of equipment for the development of the Physics Department of the Institute.

Polytechnic, Nilokheri

The administrative control of the Polytechnic, Nilokheri (District Karnal) has been transferred from the Community Projects Administration (Planning Commission) to this Ministry with effect from the 7th September 1953.

Practical Training Facilities for Students of Engineering and Technological Institutions

During the current year, apart from vacancies obtained in firms through the efforts of the Regional Offices at Calcutta and Bombay, the following number of seats has been obtained in Government or Quasi-Government establishments for training:

Defence Establishments ..	74 seats.
Railway Workshops ..	144 seats.
Central Water and Power Commission (Water Wing) ..	11 seats.
Central Water and Power Commission (Power Wing) ..	46 seats (so far).
All India Radio ..	12 seats.
Posts & Telegraphs ..	40 seats.
Central Tractor Organisation ..	16 seats.

These seats have been distributed to the various Engineering Institutions in the country.

Practical Training Stipends Scheme

The scheme for the award of P.T. Stipends to students who pass out of Engineering and Technological Institutions has been reorientated in order to make it more effective. The stipends are now instituted directly in the training establishments (industrial concerns etc.) instead of as hitherto in Engineering and Technological Institutions. This has the effect of associating the training establishments more closely with the working of the scheme. Apart from Government and Quasi-Government Establishments which will give training facilities to stipendiaries, it is proposed to extend the scheme to as large a number of Industrial Concerns as can provide the necessary facilities. About 150 private industrial

establishments have been requested to provide training under the scheme and contribute towards the cost of stipends. It is proposed to institute 350 senior and 150 junior stipends during the year 1953-54.

Grants for Engineering and Technological Institutions under the Scheme of the All-India Council for Technical Education

With a view to assisting the 15 selected non-Government Engineering and Technological Institutions in the execution of their development programmes under the above scheme, the Central Government have so far paid the following grants and interest-free loans during the current financial year:—

Non-recurring Grants:	
For construction of college buildings	Rs. 1,37,110
For Equipment	Rs. 3,07,000
Recurring Grants	Rs. 7,15,600
Interest free loans for construction of students' hostels	Rs. 1,47,000

Mental Hygiene in the Field of Secondary Education*

AS desired by the Secondary Education Commission of the Government of India, this Note contains a summarised statement or outline of Mental Hygiene measures applicable in Secondary Education. The Note deals with Mental Hygiene measures of a desirable and non-controversial nature, the utility of which has been accepted in progressive secondary education the world over, and such as are capable of being put into practice immediately. The measures are outlined briefly under the following headings:

I. Aims and content of Secondary Education.

II. Mental Hygiene measures necessary for the promotion of mental health and development of the child's personality.

(a) Adequate preparation of teachers of Secondary Schools.

(b) School practices conducive to the mental health and development of the child's personality.

(c) Provision of Mental Health Services in Secondary Schools.

I. *Aims and Content of Secondary Education*

It is now a truism that the aim and content of secondary education should be not only to provide knowledge and instruction in classroom subjects, but also to achieve a healthy personality growth of the secondary school child which will make him a useful citizen. It should teach the child to work in harmony with his fellow beings in constructive activities that are socially useful and individually satisfying. This latter aspect of education, namely, the development of the child's personality, transcends the acquisition of mere knowledge which has little value in the individual's daily life, after school or even during school.

There are two ways of defining the aim of education which however really mean the same thing. According to one definition, "The aim of education should be the development of the personality of the child leading to his becoming a useful citizen capable of living harmoniously with his fellow beings". According to the other, "One of the major aims of secondary education should be to foster the mental health of the students during their school years so as to lay the foundation for good mental health in the future".

* A note submitted on behalf of the Indian Council for Mental Hygiene to the Secondary Education Commission of the Government of India by Dr. K. R. Masani, M. R. C. S. (Eng), L.R.C.P. (Lond), D.P.M. (Eng), Director of the Indian Institute of Mental Health and Human Relations, Chairman of the Executive Committee of the Indian Council for Mental Hygiene and Vice-President of the Indian Psychiatric Society.

This brings us to the question—what is meant by good mental health?

Good mental health means happiness and a sense of peace within the individual. It makes for the maximum efficiency in work or studies and enables the individual to get on harmoniously with his fellow beings. Mental health gives rise to social sense in an individual and a desire for constructive endeavours which promote social good, and enables the individual to behave in a mature, objective manner. A mentally healthy person bears a good character and a morality based on an inner sense of discipline.

Thus, it will be seen that the promotion of a child's mental health leads to the development of a social and civic sense in him; it means freedom from race prejudice, caste prejudice and other group prejudices; and lastly, it gives him a broadminded, tolerant and objective mind, all of which have been correctly stressed by educationists as important aims of secondary education.

II. *Mental Hygiene Measures Necessary for the Promotion of Mental Health and Development of the Personality of the Child.*

(a) *Adequate Preparation of Secondary School Teachers*

Preparation During Training:—In the light of what has been stated regarding the aim of secondary education, it is necessary that the teacher should have not only adequate knowledge and skill but also certain attributes, such as healthy love and interest for children, ability to understand the behaviour and personality of different children and an ability to enter into healthy relationships with children. Intimately linked with such desirable qualities, is the question of the mental health of the teachers themselves and freedom from instability in them. Unfortunately, it has been found that teachers in training as well as those engaged in the profession have a large amount of 'personality' difficulties. A good many teachers show signs of mental stress and neurotic reactions after being in service for some time due to the difficult circumstances of their profession, namely, long hours of work both at home and in the classroom, frustrations and mental conflicts, poor pay and the exaction of high standards from a society that accords them a low status. On the other hand, a good many teachers suffer from emotional instability, and 'personality' maladjustments even at the time of joining the teacher-training college. For this reason it is strongly recommended that side by side with other attributes, the mental health of the prospective candidate and his personality attributes should be given weightage in the selection of student-teachers to the training college, so that those, totally unsuited to the profession and liable to break down during the training period may be advised and guided to choose another career. For this purpose it would be practicable and economical if a Group Personality Test to measure maturity were instituted for all applicants seeking admission to the college (1). Psychiatric or psychological counselling or guidance should be available for student-teachers who show signs of undue strain, emotional maladjustment or marked instability during their student days.

(1) Such a Group Test which has been in use at the Indian Institute of Mental Health and Human Relations for carrying out a mental health survey of students of the Bombay University can be supplied, if desired, by the Director of Institute, 42, Queens Road, Bombay.

Finally, stress must be laid on the training colleges adopting policies and practices conducive to the satisfaction of the students' emotional and psychological needs, such policies and practices as promote the development of the personality of student-teachers.

Courses of Training in Dynamic Psychology and Mental Health

It is necessary to describe the courses of training, both theoretical and practical, for student-teachers in subjects which are considered basic in giving information and knowledge and skills required in dealing with the promotion of positive mental health of the secondary school child and in developing the child's personality as well as in dealing with the behaviour and personality problems encountered in the classroom. The following courses may be considered as an adequate minimum:

1. "Mental Hygiene and the Dynamics of Human Adjustment", with particular emphasis on the personal problems of student-teachers.
2. "The Dynamics of Human Behaviour and Personality"
3. "The Causation and Treatment of Children's Behaviour and Personality Problems" with emphasis on the role of the teacher in understanding and handling problems.

Practical Training

Side by side with theoretical lectures and discussion seminars in the above subjects, it is necessary to provide in these subjects a basic orientation of a practical nature by requiring attendance at a Demonstration Child Guidance Clinic run in close cooperation with the Teacher-training college. Supervised attendance and observation at such a clinic staffed by competent Child Psychiatrists, Psychologists and Psychiatric Social Workers would provide these student-teachers with practical knowledge of how to understand the causes and treatment of behaviour problems and how to deal effectively with such problems in the classroom (1).

It needs to be particularly emphasized that apart from the provision of the three lecture courses mentioned above, the teacher-training curriculum should be made more effective by the inclusion of some of the contents of such courses into the existing teacher-training curriculum. For example, in the course on Child Development, more importance should be given to the stages of emotional development rather than concentrating mainly on the stages of physical and intellectual development, as is at present the case. Thus, the whole content of the dynamics of personality adjustment and mental health can be woven into the daily fabric of teacher-education.

Finally, the teachers' education should include the development of community consciousness among student-teachers and the importance of close relationship between the school and the community.

Training During Employment

In-serive Training of Teachers:—As with student-teacher, teachers in em-

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(1) Since August 1952 the Indian Instiuute of Mental Health and Human Relations of the Indian Council for Mental Hygiene has been running such a Demonstrattion Child Guidance clinic in close cooperation with the Secondary Teacherss, Training College Bombay. There is a Child Study Centre for a similar purpose at the Central Institute of Education, Delhi.

ployment frequently suffer from excessive degrees of emotional stress and instability and from personality disturbances and it is necessary to make available psychiatric or psychological guidance for such teachers.

Secondly, the principals and headmasters of schools as well as other educational authorities should be urged to formulate educational policies which will satisfy the emotional needs and aspirations of teachers, leading to a minimum of frustration, lack of interest, instability and emotional maladjustment.

Theoretical and Practical Training

As with student-teachers it would be a most useful experience for teachers in service to have some instruction in the subjects of "Dynamics of human behaviour and personality" and "Behaviour and Personality problems of children". Such courses should be provided either in the shape of in-service training at schools lasting over a comparatively long period on a once-or-twice a week basis, or at intensive Refresher Courses of a week's duration. Apart from such courses, teachers in employment should also be encouraged to attend a Demonstration Child Guidance Clinic for a period of two or three months so as to familiarise themselves with Child Guidance methods for the diagnosis and treatment of children with behaviour and personality problems. Such practical training would enable them to handle these problems in a more understanding and effective manner.

(b) *School Practices Conducive to the Promotion of Mental Health and Development of the Child's Personality*

One of the basic measures in the promotion of the child's mental health is to bring about an orientation of educationists and educational officers responsible for formulating policies in secondary education, in the direction of developing a dynamic mental hygiene point of view in them. It would be practical to circulate a Note such as this to officers in the Education Ministry, State Directorates of Education and Government Departments, and other authorities dealing with secondary education.

Since principals and headmasters play such a vital role in shaping the educational policies of their secondary schools, it is a very useful measure to arrange for short intensive Discussion Seminars where principals and headmasters on the one hand, and mental health personnel such as psychiatrists and psychologists and psychiatric social workers on the other, jointly discuss the mental health problems encountered amongst school children and the methods likely to give best results in adjusting such children. Another problem of discussion should be the school policies and practices found to promote the positive mental health of school children, thereby enabling them to develop into useful citizens.

It would also promote the mental health of children if suitable courses were introduced in the secondary school curriculum that would impart training in good citizenship, racial and intercaste harmony and the development of a broad and understanding attitude in respect of other nations. It would also be a good thing to include in the school curriculum an appropriate number of hours per week when children can just study whatever they like.

It goes without saying that secondary schools should impart health education which includes courses on physical and

mental hygiene of the school child and adequate and appropriate sex instruction given in simple language. This should form part of instruction in normal physiology along with courses on personal hygiene.

In this scheme of developing the child's personality, the value of providing recreational and camping facilities at school, and providing a vocational guidance service and vocational training at later stages of secondary education is too well known to be stressed.

All good schools arrange for a physical health examination when the child is entering school as well as at periodic intervals and it is strongly recommended that an assessment of the mental health of secondary school children soon after their admission in school should be carried out at least once. A most economical and practical measure is to administer a group test of personality (or mental health) to groups of about one or two hundred school children at a time. A copy of such a Personality Group Test as has been used by the Indian Institute of Mental Health and Human Relations for a mental health survey of young college students and adolescent secondary school students, can be supplied, if desired, as a specimen.

Visiting Teachers

Another basic and useful mental hygiene measure which should be adopted as school policy for the promotion of the positive mental health of the child and for the early detection and treatment of children with behaviour and personality problems is the employment of a 'Visiting Teacher'.

The 'Visiting Teacher' is a social worker in a school setting. Her work is mainly in the nature of doing psychiatric social case work, and to some extent, psychological work with school children. The visiting teacher's help is sought for children who exhibit manifestations of maladjustment such as behaviour, personality and habit problems, psychosomatic disturbances, or those who do not fit in with school life. Elsewhere her help is needed to solve scholastic difficulties such as poor scholastic progress, lack of concentration in the class, general difficulty in grasping school subject or special disabilities in regard to reading, writing or arithmetic.

The work of the visiting teacher is in many ways very similar to that of a psychiatric social worker in a Child Guidance Clinic, with an emphasis on problems created by or closely connected with maladjustments at school or scholastic difficulties and behaviour and personality problems as they result from difficulties in the home or at school. The visiting teacher by her training in education supplemented by that in psychology and psychiatric social case work, is often able to bring about adjustment in many such problems. In cases of more intricate or serious maladjustment she refers the child to a Child Guidance Clinic and acts as a liaison between the school and the clinic.

Functions

The visiting teacher's main job is to give help to the child, parents and teachers in regard to a problem that centres round the adaptation or lack of it on the part of the child, the causes of which maladaptation may be found in the school or in the home. In view of what is required of her, the visiting teacher is a worker with training in knowledge and skills of child guidance, mental hygiene and psychiatric social case work with children and her functions include the identification of children with behaviour and personality

problems in consultation with the class teachers; the collection of a psychiatric social history; and analysis and interpretation of date followed by work with the child, the parents and the teachers; after-care or follow-up work. In addition the visiting teacher in India will be required to know something of intelligence testing and to administer such tests as schools in our country lack the service of psychologists and facilities for mental testing.

The visiting teacher has to come in frequent contact with the child's parents, and she acts as liaison between the child and the teacher, the parents and the psychiatrist. Helping the parents to acquire knowledge on the upbringing of children and to apply it to their own child, giving the parents insight into the child's needs, investigating home conditions and family relations, helping the parents in regard to the child's maladjustment, interpretation of what is done for the child in the school to the parents, are essential functions of the visiting teacher in relation to parents. Other important aspects of her work are giving parents insight into their own emotional difficulties in consultation with the Child Guidance Clinic when necessary, and attempting to alter undesirable parental attitudes and parent-child relationships.

The visiting teacher's relationship to the child is of such a nature that the child has confidence in, and regards the visiting teacher as a kind and friendly person willing to lend a helping hand in the child's difficulties.

Parent-Teacher Groups

The value and utility of closer cooperation between parents and teachers has for some time been accepted everywhere and parent-teacher classes or groups have become routine in most progressive secondary schools in many countries. A Child Psychiatrist, a qualified Child Psychologist, an experienced Psychiatric Social Worker, a professionally qualified visiting teacher, or a headmaster or school teacher with special knowledge and experience of Child Guidance and Child Mental Health would be suitable individuals to conduct such parent-teacher groups.

(c) *Mental Health Services in Secondary Schools*

While the employment of a visiting teacher in a secondary school or group of schools may be regarded as an adequate mental health measure for the early detection and treatment of most of the behaviour and personality problems encountered in school, it is necessary for more serious and complicated problems of maladjustments, and for the diagnosis and treatment of psychoneurosis and rare psychoses of school children, to provide either the services of a part-time child psychiatrist along with a whole time visiting teacher or a full-time psychiatric social worker at each school or to provide a group of secondary schools with a child guidance clinic.

The functions of such a Child Guidance Clinic attached to a group of schools would include, over and above the diagnostic and treatment services for children with the more complicated types of behaviour and personality problems which cannot be adequately dealt with by the visiting teacher, educational activities for the teachers employed in the group of schools concerned, in respect of mental health and its disturbances including behaviour and personality problems. These same remarks apply when a school provides a part-time psychiatrist and a visiting teacher or psychiatric social worker.

K. R. Masani

Education Today

Ajmer

The Committee for the nationalisation of textbooks for Junior Basic Schools in Ajmer have called for books from publishers and other private sources. The Scrutiny Committee are finalizing the selection of suitable books.

With a view to extending educational facilities in rural areas, three Primary Schools at Junia, Barakhera and Pushkar and three Middle Schools at Pisangam, Bhinai and Todgarh have recently been upgraded to Middle and High Schools respectively.

A unit of 30 girl cadets has been organised under the Directorate of Education, Ajmer.

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Anglo-Indian Education

Welcoming delegates to the 25th Meeting of the Inter-State Board for Anglo-Indian Education held at New Delhi on 29th and 30th September, 1953, the Chairman, Mr. Frank Anthony expressed his confidence that apart from maintaining uniform standards in Anglo-Indian Education, the Board would make an increasingly important contribution to the larger cause of Indian education.

Speaking of the current educational policies and trends, Mr. Anthony said that while the States must be given ample discretion, a general purpose and direction to the whole educational pattern can only be given by the Centre. As a beginning, he suggested there should be at least one Central University. Colleges in any part of the country should be allowed to affiliate to such a university. The Centre should also initiate an All-India Secondary School Examination for which, institutions throughout the country, can offer their pupils.

The Board reviewed the position of the standard of Hindi in Anglo-Indian schools. Methods to upgrade the standard were discussed and it was recommended among other things that Refresher Courses for Hindi teachers should be conducted.

The Board noted with satisfaction the facilities provided for Physical Training in Anglo-Indian Training Colleges, but recommended that better facilities for the teaching of Domestic Science should be provided in these training colleges and that, where possible, special stipends should be provided for trainees to proceed to colleges offering specialised courses in Domestic Science. It considered important questions regarding the fixation of initial salaries of experienced teachers taking up new appointments, and that of schools raising fees.

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Basic Education

The ninth All-India Basic Education Conference was held at the Basic Training Centre, Titabar, Assam from 11th to 16th November. About 1,200 delegates attended the Conference.

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About 42 new Social Education centres and 20 village libraries have been opened in the State.

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On the suggestion of the Mahodaya Committee, three Basic Education Camps were organised in the State in order to remove the paucity of trained teachers in the sphere of basic education.

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In furtherance of the scheme for promoting Basic Education in Madhya Bharat, 75 Primary Schools have been converted into Basic Schools. 67 compulsory primary schools for boys and two for girls were opened in the State; one middle school for

girls has been upgraded to high school and six primary schools raised to middle standard in various districts. Various Basic Training camps have also been organised.

About 50 cinema shows exhibiting Basic Education in different districts were shown. Refresher classes and rallies were held by scouts in the State.

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Civil Education Scheme

Under the Social Services League of Coorg, a night school for adult illiterates of the Harijan colony was started in the State. The strength of the school at present is 21, of which ten are women. Thirty volunteers of the League, accompanied by two lecturers participated in the Civil Education Scheme, organised by the local municipality.

To inculcate a spirit of self-discipline and good behaviour among students, a Students' Government has also been formed.

All the men and women students in the State were provided with facilities for outdoor and indoor games.

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Free Education for All

From 1st September, 1953, education in the Jammu and Kashmir State has been made free at all stages, from the Kindergarten classes to the M.A. course.

Co-education has been completely abolished in the State.

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Kutch

The National Youth Welfare Movement or Auxiliary Cadet Corps was extended to one more Government High School at Anjar in the Kutch State. A training class for secondary school teachers was started at Bhuj.

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Labour Week

A Students' Camp attended by over 200 students from all over Bilaspur State was organised at Jokhale in Bilaspur. During this period students busied themselves in constructing road links, cleaning boweries and pits and such varied activities. The last week of September was observed as 'Manual Labour Week' in all the schools of the State; students helped to repair and construct their own school premises and classrooms.

Manipur Training School

In Manipur State, one Normal School has recently been opened for the training of teachers. To this school is attached a *Guru* Training School for training primary teachers. The number of trainees in both the schools is 58.

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New Schools in Delhi

In order to cope with the increasing demand for admission, new schools were opened between July and September this year and double shifts added to some of the existing schools in Delhi.

Five new middle schools have been opened and six middle schools raised to high standard. Additional sections have been opened in 41 existing schools. Six junior basic schools have been raised to senior basic standard. About 19,000 students were admitted into government schools in urban area. The enrolment in the primary schools in the rural areas of the State has increased by about 3,500. Forty-two students are undergoing specialised training in plastic and canvas work, carpentry, animal husbandry, etc., in the Janata College.

A literacy campaign has been launched in nine villages of the State.

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Progress in Mysore

A team of eight educationists on a study tour recently visited Mysore State to study problems concerning Teacher Training and Secondary Education in the State. The object of the tour, sponsored by the Government of India, was to make a direct and practical contribution to the improvement of Secondary Education in India as a whole. Special attention was given to training of teachers.

Sanskrithi Prachara Scheme, sponsored by the State Government for literary and cultural development in the State, has been taken up by the Education Department. With the transfer of seven *taluks* of Bellary District to Mysore State, the educational institutions in those *taluks* have been taken over by the Education Department.

Some of the primary and middle schools have been upgraded to middle and high schools, respectively, under the Five-Year Educational Development Plan.

The 'Earn while you learn' scheme has been introduced in the different centres, in order to utilise the services of the students of the local municipal high school.

Punjab Book Festival

The Punjab Book Festival and Library Seminar will be held at Jullundur City from December 5 to 12, 1953. Cultural life, history and literature, ancient and forgotten manuscripts and rare books, displayed in the festival, will depict the story of the Punjab through the ages. Collections to be exhibited at the festival will be Five-Year Plan—publications, charts, graphs, pictures and maps thereof; Hindustani Publications—in Hindi, Punjabi, Bengali, Urdu, Persian and Arabic; and Children's Literature published in different countries.

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Saurashtra News

The Education Department of Saurashtra has sanctioned an expenditure of Rs. 3,61,000 for the opening of new junior basic schools and converting some existing primary schools into basic schools.

Out of the four junior *Lokshalas* scheduled to be opened during the current year at an estimated cost of Rs. 52,000, two have already been declared open.

To speed up the drive for social education, a conference of selected Deputy Educational Inspectors was recently called at Rajkot. They conducted training camps for the benefit of teachers.

About 40 teachers from Primary and Secondary Schools have been deputed to receive training in crafts for six months. After completing their training, they will be detailed in Secondary Schools for teaching crafts. This will cost the Government about Rs. 17,000.

In order to meet the demand of expanding primary schools, 56 new posts of trained primary teachers were created. The cost of this is about Rs. 50,000. Saurashtra Government has sanctioned a sum of Rs. 25,000 against an equal amount received as donations for the building of five new primary school buildings.

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Social Services League

The Adult Education Training Centre in Travancore-Cochin State has started extension activities from 16th August, 1953. The programme includes a daily radio listening service, weekly film shows for the benefit of the public, a Youth Club and a Women's Club for the locality.

The audio-visual mobile unit visited the social education centres in the State regularly and arranged exhibitions of educational films.

A scheme for the organisation of the Social Services Leagues prepared by the Adult Education Board has been recommended for adoption in all high schools and colleges in the State.

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Technical Education

Part-time evening classes for Diploma courses in Banking and Commerce have been started in the Government School of Commerce, Hyderabad, Deccan from 10th September this year.

The 6th Session of the Secretariat Training Class commenced working from last September at the Government Technical College. The Trustees of the Industrial Trust Fund, Hyderabad, have sanctioned scholarships of Rs. 2,400 per annum to students of the Mechanical and Electrical Engineering Diploma Course.

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Training Course for Trained Teachers

An eight-week advanced course of training for trained teachers and headmasters in India was recently conducted by four American educationists in Patna, Jubbulpore, Baroda and Mysore.

The Course included Educational Philosophy and Trends in Education; School Administration, including finance; Educational Philosophy and Guidance, including tests, measurements, and curriculum and methods of teaching, including visual aids.

About 70 selected headmasters and senior teachers of secondary schools from West Bengal, Bihar, Orissa, Assam, Tripura and Manipur States have joined the 'Extension Course' started in the Training College, Patna under the auspices of the United States Education Foundation.

Twelve Basic-trained graduate teachers of Basic Training and Sarvodaya High Schools in the State have recently been deputed to Sevagram for a refresher course of six months. A scheme of intensive educational development in the Turki-*cum*-Vaishali area has been put into force in an organised form from October last.

Girl Guide training has been introduced in some of the Government as well as Government-aided girls' middle schools.

Two junior basic training schools for women have been started at Lakhisarai and Ranchi.

West Bengal Schemes

A new scheme has been taken up in West Bengal to convert 40 selected primary schools in each of the eight Community Development Blocks into full-fledged Junior Basic Schools. Under the scheme sums of Rs. 1,12,000 and Rs. 90,000 have been granted to District School Boards for the improvement and expansion of ten primary schools and secondary schools, respectively, in each of the eight Development Blocks.

About 80 literacy classes and 106 social education centres with an enrolment of 2,713 adults have so far been started in eight Development Blocks of about 800 villages.

The West Bengal Government has sanctioned a three month course of training in Agricultural practice for 30 village primary school teachers. The idea of the scheme is to make available their advice and practical help for the improvement of agriculture, horticulture, animal husbandry and other allied pursuits. The scheme is expected to give an incentive to the social education movement in West Bengal.

The rate of Dearness Allowance to the teachers of non-Government Secondary Schools has been increased.

THE FOREIGN SCENE

Better Textbooks

Unesco has recently proposed to its Member States that they undertake an inquiry into the manner in which primary and secondary school textbooks describe the past and present relations between the two great groups of nations commonly called the East and the West.

The purpose of the inquiry is to permit them to make sure that the textbooks each of them uses in its schools give an accurate picture and adequate knowledge of other countries. After this study has been made, it will be possible to convene bilateral and multilateral meetings of experts to examine school books of experts and to make arrangements for changes in them.

The whole inquiry into how the countries and peoples of the East and West are treated reciprocally in their textbooks and teaching materials is being made within the framework of Unesco's activities on behalf of education for living in a world community.

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British Educator on Unesco Mission

Miss Jane M. Hacker, British educator with extensive teaching experience in the Near East, has recently arrived in the Kingdom of Hashemite Jordan on a technical assistance mission for the United Nations Educational Scientific and Cultural Organization.

During her one-year mission, Miss Hacker will work closely with the staff of the new Women's Teacher Training College at Ramallah, near Jerusalem, which is being expanded to meet the kingdom's growing need for secondary school teachers. She will also aid in the training of teachers in English and Geography.

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Educational Innovation in Peru

The Ministry of Education, Peru, has appointed a Committee to catalogue and classify children's literature according to its educational value. This campaign was waged to stop publication of those books and periodicals which are offensive from the intellectual and moral point of view.

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Experiment in Understanding

In a Unesco-sponsored experiments in International understanding, co-authors, Messrs. H. E. O. James and Cora Tenan made an important investigation into the attitudes of boys and girls in their teens towards foreign peoples. This book "The Teacher was Black" subtitled 'An Experiment in International Understanding' (William Heinemann, Ltd., London; 10/6/-) describes in detail how in a town-school, 18 miles from London, a surprise change came in the attitude of students towards foreigners with the arrival of two African teachers.

"Satisfactory personal contacts" they say, "dispel the uncertainty and uneasiness that generate dislike and avoidance". The conviction that the foreigner is fundamentally the same as oneself is a first necessity to dispel ignorance and misconceptions.

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Land of Midnight Sun

Twenty-seven school children recently returned from a voyage to "The Land of the Midnight Sun", without leaving their classroom.

Travelling on a specially-fitted bus, they visited the Scandinavian Countries, and finally reached the Northern most tip of Europe at North Cape in the Arctic Circle.

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Michigan University Award

Dr. C. P. Shukla of the Descriptive Cataloguing Division received the first Doctorate of Library Science from the Michigan University. His dissertation "A study on Publications of the Government of India

with Special Reference to Social Publications", is the first comprehensive work of its kind.

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Pestalozzi Children's Village

Children from nine different nationalities are living at the Pestalozzi Children's Village at Trogen, Switzerland. The 185 children at present in the village are housed according to their nationality and in groups of 15-18 boys and girls. In the basement of each house in the village is a schoolroom where the primary children are taught according to the curriculum of their own country. The Village meets internationally once a day and the children are grouped according to their age, ability and interest, for courses in art, domestic science and handicrafts. Secondary school children of all nationalities attend school in the village community building.

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Queueing up for Classics

One hundred volumes of books for young people were selected on an experimental basis by Bishop's Stortford Secondary Modern School, (Bishop's Storford, England). Class lessons were conducted on the use of the Library's Card Index. Children, from among whom 50 per cent were members of the coutry library already queued up to join the library to read the 100 Classics. Reviews of books were written by students and pinned in the "review file", displayed on the wall. It was observed that comics tended to remain unread and unbought.

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Reading Improvement Programme

The demand for 'Reading Improvement' Programme has reached unparalleled heights in the U.S.A. At the early experimental stage, a mirror was installed on left side of a set of mimeographed pages, which one student read as another noted in the mirror the number of pauses, regressions, etc. Practice periods were arranged for three 30-minute periods each week. After every practice period, the student made a summary, an outline or took a test over the material read. Thus, students were encouraged to do extensive reading and to improve their rate and comprehension.

For 'pacing the eyes', simple flashcards were later replaced by elaborate tachistoscopes. The most widely used instrument for eye-movements in reading is the metronoscope.

As a feature of "accelerated reading programme" instruments such as 'Harvard Reading Films', 'The Reading Accelerator', 'Flashmeters', 'The Reading Rate Controller', etc., have now been developed in the States.

* * * *

In order to help students, English departments in U.S.A. have set up 'Remedial Writing Programmes' through agencies, differently called 'Workshops', 'Laboratories', 'Clinics' or 'improvement services'.

Remedial Writing

It was observed by educationists that most students showed themselves deficient in writing correct English, even after graduation. English departments, therefore, set up writing improvement services to help students, who had, either passed freshman composition without actually mastering its rudiments or had ceased to use them.

In the 15 schools offering remedial work, the number of staff members in the writing improvement services range from one fully employed faculty member with graduate student helpers to almost every member of some department. Eleven schools maintain remedial reading laboratories, either in connection with the writing laboratories or separately. At one college a couple of film-strips on punctuation and study habits are available, at another slides on punctuation are in use.

'Workshops' are open from 9 A.M. until 5 P.M. each day of regular classes; or, at certain hours.

At the junior or senior level, 11 of the 21 institutions give examinations which test the students in correct spelling, punctuation, and usage errors in sentences or paragraphs.

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Unesco on Philosophy Teaching

During 1951 and 1952, Unesco conducted an international enquiry into the teaching of philosophy in the educational systems of various countries and its influence upon the moulding of the citizen. The results of the enquiry have now been published in a 230-page book titled "The Teaching of Philosophy: International Enquiry". The volume presents a series of papers by members of the committee concerning the place allotted to philosophy teaching in their respective countries. Professor N. A. Nikam, Secretary-General of the Indian Philosophical Congress, Professor at the University of Mysore, represented India on the nine-man Committee of Experts.

The experts unanimously adopted a joint statement stressing the importance of philosophy teaching and expressing the hope that it will be developed in a spirit of free research and free discussion.

Book Reviews

A Guide to the Pronunciation of English by R. A. Kriekenbeek, Orient Longmans Ltd., Bombay. Price Re. 1/4/-, 1953.

ENGLISH is of all languages the hardest to learn to speak, the most difficult to master. Not merely are there abundant irregularities of pronunciation, there are tricks of stress and of rhythm in prose speech that imply a sharp ear, a retentive memory and the conquest of inherited habits of speech for those reared in other languages.

Mr. Kriekenbeek's small manual of 25 pages is likely to be valuable to the teacher of children raised in Tamil and Sinhalese to whom it is primarily addressed. It is, with adaptation and by derivation, likely to be useful to those born into other allied languages. Clearly a seasoned teacher of spoken English, the author deals swiftly but surely with the most harassing aspects of the language. Demonstrations of general faults and how to correct them in specific words are clear with well-chosen examples. Word-stress, however, is almost less important today than sentence-rhythm. On this latter subject Mr. Kriekenbeek is an invaluable guide both to beginner and advanced student. A faultless ear for rhythm in prose is as rare as it is in poetry, and teaching in this field has with us been sadly neglected. A false intonation, which is in effect a series of false rhythms, is fatal to spoken English. The author demonstrates the elements of rhythm in English prose with competence and authority. His "Lessons in Speech Training" are models for children raised in Indian languages, more especially in the languages of the South. Everywhere, the evidence of practical experience in teaching the child how to avoid pitfalls and to conquer mispronunciation, is reassuring.

Muriel Wasi

Education of Backward Children by M. E. Highfield, published by George G. Harrap & Co., Ltd., London, revised edition, 1951, pages 176.

THIS is an account of about three years' experiment in the organization of work in schools of the South-end-on-Sea Education Authority with dull and educationally retarded children. The book first appeared in 1939 but has since been revised to align it with the latest outlook in the education of the backward. Although the statements and recommendations in the document are not always supported by exact quantitative data, they are generally in line with what other well-known workers in the field have reported on the matter.

It is essentially a book for the teacher and contains many good suggestions for dealing with the backward at different stages of schooling—infant, junior and senior. The treatment of remedial instruction in reading and arithmetic, is competent.

Many practicable devices and schemes of study for these two subjects are also suggested.

An interesting feature of the book is the simplicity of its style and comparative freedom of its language from technical jargon. It can be read with interest and profit even by those who do not possess any special qualifications in remedial instruction.

Another point emphasized at several places in the book is that backwardness is not necessarily an intellectual attribute. It may be related, particularly at the earlier stages of schooling, to emotional and social maladjustment at home. In such cases it is recommended that the teacher should take the long view and not concentrate on the immediate solution of the child's scholastic difficulties.

Veda Prakasha

The Teacher of Teachers: by Harold Rugg, Harper & Bros. Publishers, New York.

THE fact that there is a "cultural lag" in our education is quite well known among modern educationists, but the idea has become so much of a *cliche* that most people do not realise the danger lurking in our present system of education. From his wide experience as an educationist in U.S.A., the Middle East, Philippines, Puerto Rico, China and elsewhere, Professor Rugg clarifies the situation in terms of the technological development and educational theory of the modern era.

He points out that the engineer's "die is cast". He has introduced the machine into human life. In two centuries, from Galileo to Newton, scientists discovered the mechanical laws of the mechanical production of work-developing-energy and the concepts of mathematics upon which they are based.

Two centuries later, these discoveries produced the gas engine and the metal-made machine, harnessed them and brought about the Industrial Revolution. As a result material culture changed. Distribution of goods became more wide-spaced, but it was achieved so slowly that its consequences were not realised till well on in the 19th century.

Still more slowly, did human institutions such as the family, government, community, and so on change. With this is linked the fact that man's basic concepts and loyalties, the codification of their moral values and beliefs were gradually revised.

One important result of this cultural lag is that our schools today do not prepare students for life in a machine-controlled age. It is the responsibility of the teacher to set this right. Therefore, the teacher of teachers, has the responsibility of completing the humanizing of men and building among them the effective intelligence that suits the age in which we live.

The book is a clever resume of the cultural and educational history of the past few years, but its strongly American bias vitiates its value as an educational analysis of judgment.

R. Krishnaswamy

Though land be out of sight.., Compiled by Phyllis Monk, National Institute for the Blind, London—Price 8 Sh.

IN a competitive democratic society where not even the able-bodied are guaranteed the fundamental right to suitable work and a full life, little is usually done to help the handicapped. Where thousands of children lack the opportunity to be educated and the limited number of employment exchanges are faced with the task of finding gainful work for the willing and the qualified, the care of the handicapped seems a cry in the wilderness. But in fact the condition and stauts of the handicapped form an excellent touchstone to assess social consciousness in a supposedly democratic society. No section of the handicapped deserves and needs more devotion than the blind.

"Though Land Be out of Sight........" is an intimate account of a novel attempt that was made in England to help young girls handicapped by blindness. It is a biography of the early years (1921-1944) of Chorleywood College for the higher education of girls with little or no sight. Through the personal recollections of the first headmistress, Phyllis Monk, and of teachers and pupils, the book reveals vididly how the handicap of blindness was tackled, and how with care and understanding the girls were led to a fuller life, socially and economically.

In 1927, the National Institute for the Blind received from Mr. J. H. Batty the gift of a large estate at Chorleywood with it. The Institute decided to establish a school for the higher education of blind girls, a sub-title which was early changed to "For girls with little or no sight", a modification considered desirable because of the special usage of the word 'blind' by the N.I.B.

The problems confronting blind children are, generally speaking, different from those faced by adults handicapped later in life. Though vocational interests were not neglected, the primary aim of the institution was to provide a regular grammar school education to the pupils. This was both a novel and an ambitious plan. It worked because of the co-operative enthusiasm of the staff and the support of the N.I.B.

Of general educational and emotional interest, the book is particularly valuable to teachers for its chapters on regular school subjects (even Mathematics!) that were taught and learned with a considerable degree of success. As an account of a pioneering effort "Though Land be out of Sight" stimulates the reader to think constructively of those to whom the world is darkness.

S. Rahman

Creative Crafts in Education: E.M. Robertson—London: Routledge and Kegan Paul Limited. 1952.

THE main concern of this extremely readable book is to discuss the crafts that are most valuable in school and to the approach that will lead to the most rewarding study of them. The belief that crafts can, more than any other form of education, transform our social environment, gives this book its wide social appeal. The author is conscious of the fact that while there was a time not long ago when education was "a desert so far as crafts were concerned," there is now an indiscriminate growth of crafts in education. The question is: are all the activities that crowd the class-room

crafts, and is it desirable that our children should take up one rather than the other?

The author suggests "combined operations" during primary years where there is little distinction between art and craft. The change over from aimless play to deliberate shaping marks a new level. But the door to discovery is open. At this stage orthodox teaching has little meaning and here the settled relationship between man and material that is essential to craftsmanship, is built up. The necessary environment and association are moulded for the child from the nursery onwards through the infant and junior school, to encourage the expression of phantasy in order to develop the child's ability to explore his own problems and strengthen his power to transform phantasy into fact. Here the teachers' responsibility is heavy. Throughout the emphasis is on the conception of the craft which will encourage the emotional, imaginative, and intellectual development of the child. This idea has been well expressed as follows:

> "I see crafts as making their chief contribution to education, not as a way of acquiring knowledge (though knowledge comes), not as a perfection of bodily skill (though that is acquired and then made the means to a further end), but as a form of art, the expression of the human spirit on and through its environment. To make things which embody our attitude to life in this special way is a spiritual necessity. If we can give children this experience, give them the certainty that the making of their environment is in the hands of men, we shall be educating indeed."

The chapters on the "Value of crafts in adolescence" and the "Practice of crafts in adolescence" are by far the most important, for they make an analysis of the needs of the child born into a complex world, needs that must be met.

The chart on the 'inspiration of material and their possibilities' (p. 36), Appendix II which relates to the "Planning and equipment of a general craft room", and the interesting samples of the work of school children make this a specially valuable publication for teachers of small children.

S. Nagappa

The Teacher was Black: by H.E.O. James and Cora Tenen. Published by Messrs. Heinemann for New Education Book Club. Price 10s. 6d.; pp. 120.

MISUNDERSTANDING and prejudice are great hindrances to the promotion of international goodwill and understanding. Personal contacts with people and a sympathetic study of their affairs are, therefore, essential to international amity and peace.

This book deals with a survey of adolescent attitudes, conducted by the Institute of Education, University of London, during 1948-50. It describes the reactions of children in the English school to people from other lands, who came to their town during and after World War II. As many as 400 boys and girls, between the ages of 11 and 15, were invited to talk freely about the peoples they had met or heard of. These children had seen and met many foreigners: Americans and other allied servicemen; Negroes; German and Italian Prisoners: Poles and Displaced

Persons whom the war had brought to their district; Egyptians and Arabs.

Before the children saw these people, they had known them merely through films and comics, propaganda and books. Naturally, their knowledge about them was distorted. For instance, the first reaction of the children to Germans was not a happy one, because both press and radio had presented the Germans in an unfavourable light. Thus, when German P.O. Ws. first appeared, the children were hostile; but when personal contact was established, hostility disappeared. Some of the children worked with the Germans in the fields; others got to know them in other ways. To work with them was at last to know them and to like them.

This survey proves how the absence of personal contact prejudices personal relations and how when people meet others, preconceived ideas about them change and a whole approach undergoes a healthy transformation. The authors found that in a school where an African had taught for a while, her pupils had a better opinion of Negroes than the students in schools not similarly educated.

This book is a forceful demonstration of how race and colour prejudices start in children and how they can be combatted. It makes interesting reading and is an important contribution to the cause of better international understanding. It should be of special interest to those who are studying the problem of group tension in India.

P. N. Malhan

History of Koh-i-noor: by N. B. Sen; New Book Sciety of India, New Delhi. Price: Rs. 3/12/-.

BESIDES being the most flawless and, perhaps, the largest diamond in the world, the Koh-i-Noor has always had great significance as a symbol of imperialism. Mr. N. B. Sen has in his book sought to give us a continuous history of this diamond from the earliest times. He identifies it with the *Samantick-Mani* mentioned in the *Puranas*, but brings forth no evidence to substantiate the statement, and in his efforts to trace the history of the Koh-i-Noor almost hand to hand, lays himself open to the reproach of wishful thinking.

But the history of the diamond can certainly be traced from the early 14th century; it belonged to Aurangzeb and to Nadir Shah, and played its part in the history of India, Persia, Afghanistan and, finally, Great Britain. It is now, as is well known, the brightest jewel in the Imperial Crown of England. Recently the question of its possible transfer to India was mooted in the newspapers and in Parliament, but the days when great importance was attached to precious stones are gone, and the Government of India have shown no desire to reclaim it. The story of the Koh-i-Noor, however, will always attract readers, and Mr. Sen has given us an interesting, if somewhat romantic, account of this story.

S. Gopal

Japan Ke Balak and Chien Aur Japan Ke Balak: by Indra Nath Madan. Orient Longmans, Calcutta. Price: As. 5 p. 6 and As. 10/-.

THESE booklets introduce the children of our great Asian neighbours—China and Japan—to the children of India in a simple and attractive way. The author appears almost to be taking the children on a joyride that is both instructive and entertaining. The

sketches in the booklets are vivid and the bold type used makes it easy to run through it in an effortless way. The writer deserves praise for his happy choice of words—minor grammatical flaws notwithstanding—and bringing out a children's edition on a theme of some importance today. In their way the booklets are a bridge on which children of Asia should meet.

T. Tikku

Four Unesco Pamphlets

Towards World Understanding (Unesco Publications), 19 Avenue Kleber, Paris 16.

SOCRATES once said that most errors of judgment were really errors of perspective. To correct perspective is to eliminate error. Believing in this maxim, Unesco has been working for many years now to build up a correct perspective among the peoples of the world, and to this end, has organized international seminars—or study conferences—where delegates from all parts of the globe meet to exchange views, ideas and experience.

1. *In the Classroom—with children under 13 years of age*: In 1948, a seminar was held at Podebrady, Czechoslovakia, from July 21st to August 25th, to discuss "Childhood Education from three to 13 years of age". This booklet contains the report of the group (consisting of 14 members from ten different countries) that concentrated its attention on education in the classroom as a means of developing international understanding. In the group's opinion, a new approach was needed in the teaching of various subjects rather than a change in the school curricula. "History and Geography may be taught so as to give the child a sense of unity with other times, people and places." The group divided itself into two sub-groups, one devoting itself to general principles, the other to their practical application. The second sub-group discussed how a child might cultivate objectivity, a discriminating sense of values, a feeling of belonging to mankind and how he might resist influences that run counter to these principles.

2. *The Influence of Home and Community*: This booklet gives the findings of another group at this seminar, that met to discuss, "The Influence of Home and Community" on the education of children between three and 13 years of age.

The pamphlet contains (i) the texts of two speeches made during the seminar, one tracing the growth of the child into responsible adult-hood, particularly the European child, and the other setting out social obstacles to education, (ii) a memorandum outlining various techniques for research into the social and psychological life of children in different countries, and (iii) the report of the study group on "Abnormal Influences on the psychology of the child". The group report deals mainly with the effect of family environment on the development of emotional maturity, taking into consideration the displaced child, the deprived child, the delinquent child and all other aspects of unsatisfactory family relationships. These papers have a basic unity of theme, namely, to analyse certain out-of-school influences on children under 13 years of age.

3. *A Handbook of Suggestions on the Teaching of Geography*: At Montreal, during the summer of 1950, Unesco organized an international seminar on

the Teaching of Geography. Twenty-three nations were represented at this seminar. This booklet has been written by one of the participants, Mr. N. V. Scarfe, Head of the Geography Department at the Institute of Education, London University.

The importance of Geography in the school curriculum is largely due to the fact that the physical environment exercises a significant influence on human life, behaviour and outlook. The participants at the Unesco seminar felt that the study of the world stage would show students that the interdependence of nations and the need for cooperation are both inevitable in the modern world. This book attempts to indicate ways in which good Geography teaching can enable attitudes of international goodwill to be cultivated in the minds of the children.

It is divided into four main sections. Section I shows how geography is related to, and can assist international understanding. Section II gives some suggestions on syllabuses and teaching methods essential to good geography teaching. Section III deals with the use of visual aids in the teaching of geography. Section IV sums up the deliberations of the seminar.

4. *Round the World with a Postage Stamp*: This is a booklet for teachers and children on the Universal Postal Union.

What does the post mean to you? "It is a hole into which I put letters I have written." Starting with this description of what the post means to most people, the booklet goes on to narrate the history of the postage stamp, the letter's journey, postal services and finally the International Bureau of the Universal Postal Union.

The object of the booklet is to provide teachers with material for a series of lessons on this agency to pupils between 12 and 14 years of age. Necessarily these lessons will have to be adapted to local conditions so that students can get a vivid picture of how their own country shares in a joint enterprise made possible by a pooling of world effort.

Kala Thairani

The Use of Vernacular Languages in Education: 8th in the series "Monographs on Fundamental Education", published by the Unesco, 19 Kleber Avenue, Paris 16. Price: $ 1.00. 1953.

WE take it as axiomatic that every child should attend school and that every illiterate should be made literate. We take it as axiomatic too, that education is best carried on through the mother tongue of the pupil. But with the many hundreds of languages spoken in the world, some lacking a written form and some a literature, there arise many complex and difficult problems between the accepted axioms and their realization. It is with these problems that this 154-page volume is concerned.

The core of this volume is the report of a meeting of specialists on the use of vernacular languages in education, which was convened in Paris in November, 1951. This report which appears as chapter II, seeks to provide some answer to two important questions: under what circumstances is the use of the vernacular possible in education; secondly, what measures might be taken to facilitate and encourage its use? Chapter I is a survey,

providing by way of minimum background, a brief continent-by-continent description of the language situation and its relation to educational policy. Chapter III gives some case studies to illustrate certain aspects of the report.

In addition to a classified bibliography and an index, this book provides a list and tentative classification of the languages spoken in the world today.

Kala Thairani

Women and Education: 5th in the series "Problems in Education", published by the Unesco, 19 Avenue Kleber, Paris 16.

THIS volume has been published by Unesco in answer to the questionnaire on the access of women to education, addressed to different Ministers of Education. Out of the 47 replies received, three were selected and incorporated in the present volume, from Chile, India and Yugoslavia, for an intensive study of the problem. This enquiry was conducted as a preliminary study for the Fifteenth International Conference, convened jointly by Unesco and the IBE at Geneva in July 1952.

Part I surveys the position of women and their access to education in Chile. Women's education has made considerable progress since Chile's independence in 1810. Progress at the primary and secondary levels has been rapid. At the higher education level, only seven per cent. of the students are women, a fact attributed to custom rather than to prejudice. In the sphere of technical and vocational education, however, a most marked inequality between the sexes exists. So that, concludes the author, though much has been done, a great deal yet remains to be done.

In India (Part II) we face a problem altogether different and more complex. Women appear to have enjoyed a privileged position in ancient India; but from this position they fell when foreign invaders stalked the land (1,000 A.D.), foreign rulers established sway, until by the dawn of the 19th century, women's inferior status came to be accepted as "divinely ordained". In this process, over-protection of women led to such evils as child marriage, *purdah* and *sati*.

To a great extent these evils have been countered in present-day India. Legislation has accorded women equal rights with men in the field of education. There are women's educational institutions as well as co-educational institutions. The women's reform movement is proceeding steadily.

The authors of the essay on India are K. L. Joshi and P. D. Shukla of the Central Ministry of Education, Government of India.

In Yugoslavia (Part III), we have a third picture. The country that has emerged as the People's Federated Republic is in the midst of revolutionary changes and the question of women's status and progress is one of the many changes taking place. Legislation has officially abolished the handicaps that placed women in a subordinate position. In education they have several openings to suit aptitudes for special careers. Nor are they handicapped in the field of vocational training. Every effort is being made "to reconcile the role of mother of a family with the social and working life of the citizen".

In addition to an Appendix and a Bibliography, Part IV to the book contains the recommendations of the Unesco Conference on the subject.

K. T.

Information Bulletins, Nos. 29 and 30: Published by the Australian Council for Educational Research, 147 Collins Street, Melbourne.

"Growth in Vocabulary and Expression in the First Two Years at School". This bulletin records the findings of a pilot investigation conducted in Melbourne, Australia, to test the language development of the young child at school.

In 1950, a series of pictures was presented to a group of school-going children for their analysis. In 1951 and 1952, after a lapse of one year in each case, the same series of pictures was presented to the same group of children by the same interviewer. The records of the three consecutive years were examined to test:

(a) the responsiveness of the child in his comments, descriptions or discussion of the pictures;

(b) his understanding of the pictures;

(c) the quality of his self-expression; and

(d) the quality and range of words used in the responses.

Analysis of the responses for each year as well as general conclusions arrived at, make this bulletin an interesting and revealing study.

"The Functional Classification of Child Speech". The report deals with an exploratory investigation in the study of relations between speech and other individual characteristics of the child. This study assumes that an analysis of child speech can offer many invaluable clues to the understanding of a child and helping him to control his environment.

The experiment was conducted on 24 pre-school children in Australia. Their spontaneous speech was recorded in a kindergarten setting some two months before they went to a primary school. That speech was analysed into 61 categories and indices were made in relation to a number of other indices such as chronological age, adjustment to school, emotional adjustment and home influence. The report records certain findings but the object of the whole study is to find a fuller explanation and clearer definition of such concepts as "school adjustment", "emotional adjustment", "group formation", etc.

The report, as an experiment, appears in two parts. One will interest those who are directly concerned with handling children during their first year at school; the other is prepared for those who are interested in methodology, and relationships between various facets of a child's complex make-up of characteristics.

K. T.

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Central Institute of Education, Delhi 9.

Educational India, Vol. XX, No. 4, October, 1953. A monthly forum of Educational Theory and Practice. Published at Masulipatam, South India. Price 8 annas.

Indian Journal of Adult Education, Vol. XIV, No. 3, September, 1953. Published by Indian Adult Education Association, 30 Faiz Bazar, Delhi, Price Rs. 1/4/-.

Punjab Educational Journal (New Series), Vol. II, No. 3, September, 1953. Quarterly journal devoted to the discussion of educational problems and the publication of news of the Punjab Education Department. Published by M. Gulab Singh and Sons Ltd., Nicholson Road, Delhi. Annual subscription Rs. 6/-.

The School World, a bi-monthly journal devoted to educational and cultural topics. Vol. XVIII, Nos. 9-10. Sept., Oct., 1953. Printed at 117 Thalakwadi, Belgaum. Annual Subscription Rs. 3/-.

Social Education News Bulletin, Vol. IV, No. 10, October 1953. Issued by the Central Office of the Indian Adult Education Association, 30, Faiz Bazar, Delhi. Annual subscription Rs. 3/-.

The Ceylon Teacher, Vol. XVII, No. 84, August, 1953. The monthly journal of the All Ceylon Union of Teachers. Published at No. 20 Fifth Cross Street, Jaffna, Colombo. Annual subscription Rs. 6/-.

The Ecumenical Courier, Vol. XII, No. 4. July-August, 1953. A bi-monthly bulletin published by the World Council of Churches, 156 Fifth Avenue, New York 10, N.Y.

Educational Missions—Report of the Mission to Libya: Fifth in the series. Published by Unesco, 19 Avenue Kleber, Paris 16. Price $ 1.00.

A Guide for Teaching about Human Rights, Unesco Publication, Paris.

Press Film Radio, Clearing House Series No. 2B. July, 1953. A World film directory. Published by Unesco, 19 Avenue Kleber, Paris 16.

Unesco Officials Bulletin, Vol. V, No. 3, July, 1953. Appears every two months in English and French. Published at Unesco House, 19 Avenue Kleber, Paris. Annual subscription $ 1.75.

Bibliography of Children's Books in English

We publish below the last instalment of a bibliography of children's books in English obtainable at the Central Educational Library, New Delhi. It is intended chiefly for the use of Secondary School teachers and for children between the ages of 13 and 16 years. Our first and second instalments of the bibliography were published in the June and September, 1953, numbers of the Quarterly, respectively.

EDITOR.

Children's Books

Age Group 13—16 years

F—FICTION

Alcott, L. M.

Good Wives; a story for girls. London, Juvenile Productions, VI, 248 p.

Little Men. London, Blackie, n.d. 282 p, 18 cm.

Little Women. London, Juvenile Productions, n.d. ix, 256 p, 19 cm.

Aldous, Allan.

Mcgowan goes to sea; illus. by M. Mackinlay. London, O.U.P., 1945. 154 p.

Ball, Richard.

Broncho. London, Country Life Ltd., n.d. 149 p, 8.5".

Barton, M. H.

Nell Grayson's ranching days; or a city girl in the great west. N.Y., Cupples & Leon, 1926. 206 p.

Batten, H. M.

Starlight. New York, Penguin Books, 1946. 186 p.

Berke, Helen.

Winnie Winkle; and the diamond heirlooms. Illinois, Whitman Publishing Co., 1946, 248 p.

Blyton, Enid.

The children's life of Christ. London, Methuen. 1946. 191 p, 7".

Five go off in a Caravan. London, Hodder Ltd. 208 p. 7".

Five go to smuggler's top; illus. by Eileen Soper. 192 p.

Five on a treasure island. London, Hodder, 1951. 191 p.

The mystery of the burnt cottage illus. by J. Abbey, London, Methuen, 1946. 164 p. 7".

Secret seven adventure; illus. by George Brook. Leicester, Brockhampton Press, 1952. 127 p.

The book for girls. London, Juvenile Productions, n.d.

Bowon, R. S.

Red Randall on active duty. New York, Grosset, 1944. 21 p.

Bright, Robert.

Life and death of little Jo. New York, Garden City, 1944. 216 p, illus.

Bright Story Readers.

The Coral island by R. M. Ballantyne. London, Arnold, n.d. 96 p.

The Deerslayer, by J. F. Cooper. London. Arnold, n.d. 96 p.

The exploits of Don Quixote De La Manoha. London, Arnold, n.d. 96 p.

The Mill on the floss by George Eliot. London, Arnold, n.d. 127 p.

The moonstone, by W. Collins. London, Arnold, n.d. 128 p.

Oliver Twist by Charles Dickens. London, Arnold, n.d. 128 p.

Tales from Tennyson's idylls of the king by S. Gregson. London, Arnold, n.d. 96 p.

The tower of London by W. H. Ainsworth. London, Arnold, n.d. 128 p.

Bruce, D. F.

Dinsie among the prefects. London, O.U.P., 1944. 288 p, illus.

Dimsie carries on. London, O.U.P. 254 p.

Dimsie moves up again. O.U.P., 1944. 288 p, illus.

Bryant, Chester.

The Lost Kingdom; illus. by Margaret Ayer. N.Y., Julian Mesner, 1951. 184 p.

Carroll, Lewis.

Alice's adventures in Wonderland. London, Ward, Lock, n.d. 332 p.

The complete works of Lewis Carroll; illus. by John Tenniel; introd. by Alexander Woolcott. N.Y., Modern Library, n.d. xi, 1293 p.

Chaffee, Allen.

Adventures on the high trial. Springfield, Bradley, 1923. 213 p.

Collodi, C.

Pinocchio; the tale of a puppet. London, Dent, 1951. ix, 214 p.

Collidge, Susan.

What Katy did next; a sequal to What Katy did at school. London, Foulsham, n.d. 160 p, 18½ cm.

Crompton, Richmal.

More William. London, Newnes, 1948, 252 p.

William again. London, Newnes, 1948 251 p.

William—in trouble. London, Newnes, 1948. 252 p.

William—The conqueror. London, Newnes, 1948. 252 p.

William—The fourth. London, Newnes, 1948. 252 p.

William—The outlaw. London, Newnes, 1948. 252 p.

Defoe, Daniel.

The Life and surprising adventures of Robinson Crusoe, of York, Mariner. London, Blackie, n.d. 117 p.

De La Pasture, Henry.

The unluck family. London, O.U.P., 1946.

Dodge, M. M.

Hans Brinker or the silver skates; illus. by Alice Carsey. Racine, Whitman, n.d. 239 p.

Hans Brinker or the silver skates; a story of life in Holland. Chicago, Donohue, n.d. 285, 19 cm.

Dridcoll, J. R.

Brighton boys in the Argonne forest. Philadelphia, Winston, 1920. 235 p, illus.

Dufferin, Lord.

Cruise in northern seas. London, O.U.P. n.d. 112 p.

Fairfax-Lucy, Brian.

Horse from India. London, Muller, 1945. 187 p, illus.

Fidler, Kathleen.

To the white north; the story of Sir John Franklin, illus. by F. Furnivall. London, Lutterworth Press, 1952. 214 p.

Fielding, Henry.

History of the adventures of Joseph Andrews and his friend Mr. Abraham Adams. N.Y. Modern Library, 1939. xxxviii, 422 p.

Gann, Pixie.

Periwinkle Popcorn. London, Warne. 1944. 192 p.

Garis, H. R.

The curlytops at cherry farm; or, vocation days in the country. N.Y. Cupples & Leon, 1918. 248 p.

Garis, H. R.

Curlytops snowed in or grand fun with skates and sleds. N.Y. Cupples & Leon, 1918. 246 p. 18½ cm.

Godden, Rumer.

The Doll's House with pictures by Dana Saintsbury. London, Michael, 1947. 112 p.

Gorse, Golden.

Older Mouse; plates by L. Edwards. London, Country Life Co., 1944. 127 p.

The young Horse—breakers. London, Country Life, 1946. 132 p.

Grahame, Kenneth.

Golden Age. London, Lane, 1948. 166 p.

Gray, Harold.

Little Orphan Annie and the Gila Monster Gang. Illinois, Whitman Pub. Co., 1944. 248 p.

Gunn, AEneas.

The little black princess of the never-never. Melborne, Robertson & Mullens, 1948. 107 p.

Hancock, L. A.

West end nurse. Philadelphia, Blackiston, 1924. 272 p.

Hawkes, Clarence.

Dapples of the circus. London, Platt & Munk, n.d. 230 p.

Hayes, C. W.

The Boy troopers in the North-west. N.Y., Burt, 1922. 240 p.

Hope, L. L.

The Bobbsey twins in the country. Chicago, Goldsmith Publishing Co., n.d. 251 p.

Johns, W. E.

Biggles charter pilot; adventures of Biggles and Co. on a world-wide cruise of scientific investigation, London, O.U.P., 1946. 157 p.

Johns, W. E.

Biggles flies south. London, O.U.P., n.d. 255 p.

Keene, Corolyn.

Mystery of the turquoix frog. New York, Horn of Merlyns. London, Collins, 1943. 217 p, 18 cm. (Nancy Drew mystery stores).

Design of the twisted candles. New York, Grosset, 1933. 217 p.

Kelway, Phyllis.

Squirrel book. London, Collins, 1944. 78 p, illus.

King, Frank.

Nina and Skeezix; the problem of the lost ring. Racine, Whitman, 1942. 248 p.

Kingsley, Charles.

The water babies, illus. by C. E. M. Paterson. London, Children's Press, n.d.

The water babies. London, Blackie, n.d. 224 p.

The water babies. London, Foulsham, n.d. 158 p.

La Belle, C. A.

The Bailey twins and the Farnham Cadet Cornish, 1950. 75 p, 18½ cm.

The Bailey twins and the secret code. N.Y., Burt, n.d. 247 p.

Lagerlof, Selma.

Wonderful adventures of Nils. London, Dent, 1950. 294 p, illus.

Laverty, Maura.

Cottage in the bog. London, Longmans, Green, 1945. 136 p.

Lee, Norman.

Action on the rolling road; illus., by S. Drigin. London, O.U.P., 1946. 170 p.

Lloyd, J. I.

The People of the valley. London, Country Life, 1943. vi, 73 p.

Milne, A. A.

Winnie—The Pooh; decorations by E. H. Shepard. London, Methuen, 1948. 158 p.

Moffitt, V. M.

Pollyanna at six star ranch. London, Harrap, 1948. 255 p.

Montgomery, Rutherford.

Mystery of the turqoix frog. New York, Messuer, 1946. 187 p, illus.

My Jolly Book. London, Blackie, n.d.

Needham, Violet.

Horn of Merlyns. London, Collins, 1923. 256 p.

Pardoe, M.

Four plus bunkle. London, Routledge & Sons. xi, 222 p.

Reddie, M. F.

Dusk; the story of a puppu. Burmingham, Cornish, 1950. 75 p, 18½ cm.

Salten, Felix.

(The) City Jungle. London, Pilot Press, 1947. 191 p.

Forest world. London, Transatlantic arts, 1944.

Schmid, C. V.

Basket of flowers; a tale for the young. London, Blackie, n.d. 191 p, 18 cm.

Sewell, Anna.

Black beauty; illus. by A. Macuirie London, Blackie, n.d. 208 p, 18½ cm.

Seymour, B. K.

The children grow up. London, Heinemann, 1949. 326 p, 18.5 cm.

Spring, Howard.

Darkie and Co.; illus. by Norman Hepple. London, O.U.P.. 288 p.

Stevenson, R. L.

Treasure island; with illustrations in colour by S. S. Lucas. London, Blackie, n.d. 224 p, 18 cm.

Treasure island. London, Saturn Press, n.d. 287 p, illus.

Treasure island. London, O.U.P.. n.d. 238 p, illus.

Stewart, A. B.

Two young corsicans; a boy and his colt. New York, Junior literary guild, 1944. 261 p.

Striker, Fran.

The Lone Ranger, traps the smugglers. N.Y., Grosset & Dunlop. V. 214 p. n.d.

Swift, Jonathan.

Gulliver's travels. London, Blackie, n.d. 182 p.

II Series. Oliver Twist by Charles Dickens; retold by Josephine Page.

Tales retold for easy reading. London, O.U.P., 1951.

II Series. The stories of Shakespeare's plays, Vol. 1; retold by H. G. Wyatt and David Jullerton.

II Series. Strange tales retold by B. Mendelssohn.

II Series. Tales from Tolstoy; retold by R. D. Binfield.

II Series. Vanity fair by W. M. Thackeray; retold by Josephine Page.

Tales retold for easy reading. London, O.U.P., 1949.

II Series. The winter's tale by William Shakespeare, retold by Josephine Page.

Thorndyke, H. L.

Honey Bunch, her first winner at Snowtop. New York, Grosset, 1946. 178 p, 7.5".

Twain, Mark.

Tom Sawyer abroad and other stories. N.Y., Grosset & Dunlop, n.d. 217 p.

Tweedsmuir, Susan.

Mice on horseback. London, O.U.P., n.d. 192 p.

Vincent, I. S.

Young Marie; the story of Madame Tussud, London, Lutterworth, 1952. 169 p, 7.5".

Warren Leslie.

Scatter her summer at a girls. Camp. Boston, Bruce Humphris, 1932. 295 p, 8".

Wells, Carolyn.

The Dorance Domain; a story. Boston, Wilde, 1905. 318 p.

Williams, I. I.

Red Robin. London, Methuen, 1946. 207 p.

Winfield, A. M.

Rover boys in camp, or Rivals of Pine Island. Racine, Whitman, 19 VI, 262 p, 18½ cm.

Wright, Jack.

Scout Patrol boys at circle U Ranch. Cleveland. World Publishing Co., 1933. 117 p, 18 cm.

F. S. SHORT STORIES

Adventure book for boys. London, Children's Press, n.d.

Anand, M. R. & Singh, Iqbal, eds.

Indian short stories. London, New India Publishing Co., 1946. 193 p, 20½ cm.

Blyton, Enid.

Enid Blyton's Merry story book. Leicester, Brockhampton Press, 1952. 160 p.

Enid Blyton's gay story book. Leicester, Brockhampton Press, 1951. 159 p.

Green Story Book. London, Methuen, 1947. 150 p.

Enid Blyton's happy story book. Leicester, Brockhampton Press, 1952. 160 p.

Enid Blyton's lucky story book. Leicester, Brockhampton Press, 1951. 159 p.

Six O'clock tales; thirty-three short stories for children, 3rd ed., London, Methuen, 1945. VI, 182 p.

Tales of Betsy—May. 7th ed., London, Methuen, 1947. 138 p.

Buck, P. S.

One bright day and other stories for children. London, Methuen, 1952. VII, 136 p.

Chatterbox. London, Dean, n.d. 188 p.

De La Mare, Walter.

The Old Lion and other stories; illus. by Irne Hawkins. London, Faber & Faber, 1952. 155 p.

Digby, Reginald.

Triumphs of sport and speed; illus. by J. E. McConnell. London, Thames Publishing Co., n.d. 125 p.

Duff, D. V.

Heroes of the Sea. London, Thames Publishing Co., n.d. 125 p.

For Every Boy. London, Blackie, n.d. 192 p.

For Every Girl. London, Blackie, n.d. 192 p.

Gould, F. J.

Life and manners; a volume of stories suitable for the moral instruction of children. London, Sannenschein, 1906. VIII, 390 p, 18 cm.

Grant, Joan.

Redskin morning and other stories. London, Methuen, 1946. 115 p, illus.

Green, G. F.

First View; stories of children. London, Faber & Faber, 1950. 260 p, 20 cm.

Horler, Sydney.

The House in Greek Street, with the devil and the deep and Knights at arms. London, Crowther, 1946. 120 p.

Kindersley, Ann. ed.

The guiding book. London, Hodden & Stoughton Ltd. 163 p, illus. 9:5"

Kingsley, Charles.

The heroes; being the stories of the Argonauts and Thoseus. London, Blackie, n.d. 157 p.

Kipling, Rudyard.

All the Mowgli stories. London, Macmillan, 1952. 271 p.

Maxwell, A. S.

Children's hour with uncle Arthur. Washington, Review and Herald, n.d. Book 1—3.

Maxwell, A. S.

Uncle Arthur's bed time stories. Washington, Review & Herald Publishing Association, 4 Vols.

Milne, A. A.

Christopher Robin story book; from when we are very young, Now we are six, Winnie—the—pooh, the House at pooh Corner. London, Methuen, 1945. 171 p.

Monster Book for boys. London, Dean, n.d. 188 p.

My Nicest Book. London, Blackie, n.d.

School friend annual. London, Fleetway House.

Seksena, Manmohan, ed.

Indian Short Stories. O.U.P., 1951. 178 p.

Shalimar.

True tales of sail and steam. London, O.U.P., n.d. 212 p.

Sutcliffe, Jean, ed.

Every-day of the week; a listen with mother book, stories songs and games. London, Publicity Products, n.d. 90 p, illus.

Spring summer autumn and winter; a listen with mother goose book, stories games and rhymes. London, Publicity Products, n.d. 93 p, illus.

Tagore, Rabindranath.

My boyhood days. Calcutta, Visva Bharati, 1945, 85 p.

Trease, Geoffrey.

Tales out of school. Melbourne, Heinemann, 1949. 198 p.

Williams, C. S.

Right of free speech; illus. by L. T. Dresser. Evanston, Peterson, n.d. 83 p, (our freedoms series, ed. by J. W Studebaker).

Winning through stories for girls. London, Thames, n.d. 125 p, illus.

Wonder book of comics. London, Odhams Press, 1949. 320 p.

000 GENERAL WORKS

002 The Book

Trease, Geoffrey.

Enjoying books. London, Phoenix House, 1951. 160 p, illus. (Excursions series for young people).

032 ENCYCLOPEDIAS

Children's guide to knowledge; an account of the story of man—what he has found out about life, himself and his surroundings and the things he has achieved in Science and the Arts. London, Children's Odhams Press, n.d. 512 p.

Children's new illustrated encyclopedia ed. by J. R. Crossland. London, Collins, n.d. 449 p, illus.

Modern encyclopedia for children; a companion to school work and out-of-school interests. London, Odhams Press, 640 p, illus.

Modern Wonderbook of Knowledge; the thrilling stories of twentieth century industry, science of the world. Philippines, Winston, 1949. X, 690 p.

The Practical encyclopedia for children. London, Odhams Press. 320 p, 22 cm.

052 PERIODICALS

Collins Magazine Annual for boys and girls. London, Collins, 1948. 312 p, illus.

080 MISCELLANEOUS COLLECTIONS

Chicks' own annual. London, "Chicks' Own". Library has for the year:— 1947; 1948; 1949.

Child Craft. Chicago, Quarrie Corporation, 1947. 14 Vols., illus.

Contents:—

V. 1 Poems of early childhood.
V. 2 Narrative poems and creative verse.
V. 3 Experience stories and animal friends.
V. 4 Tales and legends.
V. 5 Our own country and foreign lands.
V. 6 Holidays and famous people.
V. 7 Play activities.
V. 8 Nature excursions.
V. 9 Growing child.
V. 10 Guidance for development.
V. 11 Ways of learning.
V. 12 Guide index.
V. 13 Art and music.
V. 14 Science and industry.

The Children's Wonder Book in Colour. London, Odhams, n.d. 192 p, illus.

My book house; ed. by Olive Beaupre Miller. Chicago, The Book House for Children, 1951. 13 Vols.

V. 1 In the nursery of my book house.
V. 2 The story time of my book house.
V. 3 Up one pair of stairs of my book house.
V. 4 Through the gate of my book house.
V. 5 Over the hills of my book house.
V. 6 Through fairy halls of my book house.
V. 7 The magic garden of my book house.
V. 8 Flying sails of my book house.
V. 9 The treasure chest of my book house.
V. 10 From the tower window of my book house.
V. 11 In shining armor of my book house.
V. 12 Halls of fame of my book house.
V. 13 In your hands; a practical guide for parents.

Segal, C. S. Comp.

World Wonder Book. London, Junior Press, 1946. 144 p.

RELIGION

220 Bible Stories

De La Mare, Walter.

Stories from the Bible; illus. by I. Hawkins. London, Faber & Faber, 1947. 372 p, illus.

Wilson, T. W.

Through the Bible. London, Collins, 1945 601 p.

232 CHRIST'S LIVES

Kempis, a Thomas.

The Imitation of Christ. London, Blackie & Son Ltd. n.d. 303 p. 5″

292 GREEK AND ROMAN MYTHOLOGY

Schwat, Gustav.

Gods and Heroes myths and epics of ancient Greece, London, Routledge & Paul, 1950. 764 p.

294 HINDU MYTHOLOGY

Arnold, Channing.

Story of Ramayana. Bombay, Orient Longmans, 1951. 139.

300 SOCIAL SCIENCES

301 Sociology

Masani, Minoo.

Our growing human family, from tribe to world federation. O.U.P., 1950. 116 p, illus.

320 POLITICAL SCIENCE

Strong, C. F.

Today through yesterday. London, University of London Press, 1939.

Contents:—

V. 4 The young citizen and the world of today.

Hartman, Gertrude.

The Making of a democray. rev. and enl. edn. N.Y., Johan Day, 1941. 302 p, 20 cm.

Peattie, Rod & Peattie, Lisa—(The City). New York, Schuman, 1952. 108 p, illus.

338 COMMERCIAL PRODUCTS

Alnwick, H.

Our food and our clothes; and some other things where they come from and how we get them. London, Harrap, 1951. 84 p, illus.

359 NAVY

Wonder Book of Ships. 14th ed. London, Ward, Lock, n.d. 256 p.

364 CRIMINOLOGY

Boy's book of Scotland Yard; with official co-operation, introduction by Ex-Det. Supt. Robert Fabian. London, Clerke. 191 p.

383·2 POSTAGE STAMPS

Maud & Miska, Petersham.

America's stamps: the story of one hundred years of U.S. Postage Stamps. N.Y., Macmillan, 1947. 114 p, 26½ cm.

398 FOLKLORE, LEGENDS, FAIRY TALES

Ayyar, A. S. P.

Grippling tales of Ind. Tenali, Orient Publishing, 1948. 230 p.

Creanga, Ion.

Folk tales from Roumania translated by Mabel Nandris. London, Routledge & Paul, 1952. 170 p, illus. 8·5".

Day, L. B.

Folk tales of Bengal. London, Macmillan, 1948. 273 p.

Kent, Margery, tr.

Fairy tales from Turkey; illus. by Olga Lehmann. London, Routledge & Paul, 1951. VIII, 189 p.

Komroff, Manuel.

Great Fables of all nations; illus. by Louise Thoron. N.Y., Tudor Publishing Co. 487 p.

Nandris, Mabel.

Folk tales from Roumania; tr. from the Roumanian of Ion Creanga. London, Routledge and Paul, 1952. 170 p.

Ozaki, M. Y.

Romances of old Japan; rendered into English from Japanese sources. London, Hamilton, 1920. IX, 278 p, 2.5 cm.

Robin Hood.

Bobin Hood and his merry foresters, by C. Johnson. London, Foulsham, n.d. 126 p.

Russian fairy tales; illustrated by A. Alexeieff. London, Routledge, n.d. 662 p.

428·6 READERS

Doraiswami, M. S. ed.

Everyday English for Indian high schools. London, O.U.P., 1942. 136 p, 18 cm.

500 SCIENCE

Alcott, A.

Science for girls. London, Cassell, 1950. 2 books, illus.

The young observers. London, Cassell, n.d. 8 Vols. illus. (A simple science series for reading and study).

Andrade, E.N., D.A.C. & Huxley, J.

More simple science, earth and man Oxford, Blackwell. X, 342 p.

Basic Science Education Series.

Adaptation to environment by B. M. Parker. Evanston, Peterson, 1946. 36 p, illus.

Air about us by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Animal travels by B. M. Parker & Thomas Park. Evanston, Peterson, 1941. 36 p, illus.

Animal world by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Animals of the Seashore by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Animals of yesterday by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.

Animals round the year by G. O. Blough. Evanston, Peterson, 1950. 36 p, illus.

Ask the weatherman by B. M. Parker. Evanston, Peterson, 1951. 36 p, illus.

Balance in nature by B. M. Parker & Ralph Buchsbaum. Evanston, Peterson, 1949. 36 p, illus.

Beyond the solar system by B. M. Parker. Evanston, Peterson, 1952. 36 p, illus.

Birds by B. M. Parker. Evanston, Peterson, 1947. 36 p, illus.

Clouds, rain and snow by B. M. Parker. Evanston, Peterson, 1947. 36 p, illus.

Community health by B. M. Parker & Downing, M. E. Evanston, Peterson, 1949. 36 p, illus.

Dependent plants by B. M. Parker. Evanston, Peterson, 1944. 36 p, illus.

Domesticated animals by B. M. Parker & W. S. Weichert. Evanston, Peterson, 1949. 36 p, illus.

Domesticated plants by B. M. Parker & Illa Podendorf. Evanston, Peterson, 1949. 36 p, illus.

Earth a great storehouse by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Earth's changing surface by B. M. Parker, Evanston, Peterson, 1950. 36 p, illus.

Basic Science Education Series.

Earth's nearest neighbour by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Electricity by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Fire by B. M. Parker. Evanston, Peterson, 1941. 36 p, illus.

Fire, friend and foe by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.

Fishes by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Flowers, fruits, seeds by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Foods by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.

Garden and its friends by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.

Garden indoors by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Gravity by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.

Heat by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.

How we are built by B. M. Parker & Downing, M. E. Evanston, Peterson, 1947. 36 p, illus.

Insect friends and enemies by B. M. Parker & R. E. Gregg. Evanston, Peterson, 1950. 36 p, illus.

Insect societies by B. M. Parker & A. E. Emerson. Evanston, Peterson, 1949. 36 p, illus.

Insect and their ways by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Keeping well by B. M. Parker & Downing, M. E. Evanston, Peterson, 1948. 36 p, illus.

Life through the ages by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Living things by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.

Machines by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.

Magnets by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Matter and molecules by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Our Ocean of Air. Evanston, Peterson, 1948. 36 p, illus.

Pet show by G. O. Blough. Evanston, Peterson, 1948. 36 p, illus.

Plant and animal partnerships by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Plant factories by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Plant world by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Plants round the year by G. O. Blough. Evanston, Peterson, 1950. 36 p, illus.

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Adult Educ Rev—Adult Education Review. G. Harisarvottama Rau, ed. The South Indian Adult Education Association, Madras-1. (m).

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KEY TO ABBREVIATIONS

+	Continued on later pages of the same issue.
&	and
Ag	August
Je	June
Jl	July
m	monthly
no.	number
O	October
q	quarterly
S	September.

The following is a sample explanation of abbreviations used:—

Kini, K. N.

Revolutionising our educational system. Educ Rev 59 no 9: 172—176 S'53.

The article of K. N. Kini will be found in Educational Review Volume 59 no 9 on pages 172 to 176 of the September, 1953 issue.

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